

Key unions to approach Mulley over jobs crisis

by Sue Reid

Britain's key teaching unions and the National Union of Students are to make a joint approach to Mr Mulley, Secretary of State for Education and Science, in an attempt to avert the growing teacher unemployment crisis. They also plan to set up a joint body to monitor developments over the next year.

The moves were agreed at a London meeting this week between top-level officials of the National Union of Teachers, the National Association of Teachers in Further and Higher Education and the NUS. They made an urgent review of the teacher unemployment situation and formulated a five-point plan of action to fight the crisis.

The joint committee will monitor teacher unemployment numbers, college closures, class sizes and vacancies. It will also keep a watchful eye on local authorities and teacher redeployment.

The meeting agreed to issue a joint circular to clarify the situation of students on a teaching practice and the arrangements for newly-qualified unemployed teachers hoping to complete their compulsory

probationary year. The unions examined the possibility of unemployed college leavers deferring their probationary year until teacher demand increased.

A joint approach may be made to the Council of Local Education Authorities by the three unions. It was also decided that the NUT and NUS should issue a key circular calling on all student teachers to take up associate membership of the NUT. This type of membership is valid for unemployed teachers.

An NUS spokesman said after the meeting: "We will definitely be seeking a meeting with Mr Mulley in the near future. Representatives of all three unions will attend."

A NATFHE spokesman added: "We welcome this coordinated action on the very serious problem of teacher unemployment. The establishment of a joint body will allow the unions to share information."

"It is ironic that when the Government is trying to save money it is prepared to waste the millions spent on the training of these teachers by consigning them to the scrap heap."

Little hope for £250 fee

Continued from page 1

compared with just over seven per cent at present. Universities would depend for their income on student choice, he said. If students suddenly turned away from technology, a technology-based university would have its income drastically reduced.

The proposals would also drastically reduce the numbers of post-graduates, which in turn would again affect staffing patterns, he said. Research councils would have to offer fewer studentships.

Dr Hampson, however, suggested that the proportion of income that universities derived from fees could be as much as 20 per cent without any harm. This would increase their autonomy, he said. But the Government would have to guarantee a safety net to help cover on-going costs if there was any fall in revenue of more than 4 per cent.

The Council for Academic Freedom and Democracy has written to the Association of University Teachers and the National Association of Teachers in Further and Higher Education urging them to plan joint action with the NUS aimed at preventing the Government from increasing student fees.

The AUT has written to Mr Mulley, Secretary of State for Education and Science, asking for an undertaking that before any decision on raising fees is made the AUT will be fully consulted.

The burden placed on local authorities by the present system of overseas students fees was unfair, Mr Mulley was told last week.

At a meeting between representatives of the Council of Local Education Authorities and the Government, he was told that the cost of overseas students fees should be met by some alternative source of funding—such as the Overseas Development Ministry or central government.

Tories oppose Coventry merger scheme

by David Hencke

The future of Coventry College of Education became a party political issue this week after Conservative councillors decided to impose a three-line whip at yesterday's city council meeting.

Conservatives decided to oppose the council's education committee recommendation to merge the college with Lanchester Polytechnic. They will be calling for a merger with Warwick University and backing the staff of the college and church representatives to develop university links.

The ruling Labour group have a majority of two so the vote is expected to be much closer than the 18-3 vote at the education committee when the Conservatives abstained.

The Conservative decision follows an attack on the university and Coventry teachers by Mr Robert Aitken, chief education officer. He told the teachers that he was surprised at the lack of understanding and lack of faith in the authority. He accused the university of being less than generous in not offering jobs to all the staff.

Teacher unions have now decided to approach Mr Mulley, Secretary of State for Education and Science, and to urge a merger between the university and college, in spite of any vote taken by Coventry council.

A statement from the unions said that they had been insulted by Mr Aitken's remarks. Mr Aitken was not available for comment this week.

Warwick University said that they found his comments unacceptable and reiterated its view that any delay in the merger settlement was not the university's fault.

1980s 'need versatility'

The Department of Education and Science will need to promote versatility and flexibility in the teaching profession during the 1980s, a new DES report warns this week.

The report on future school population also raises important questions about the future of teacher training.

It suggests that if teacher training places were linked solely to pupil-teacher ratios in schools it would cause serious problems, not least in the attempt to adjust the recruitment of newly-qualified teachers to meet rapidly changing annual requirements.

It adds that if there are rapid reductions in the entry of new teachers to the profession, facilities for in-service and retraining will be required.

The report says that the present school population is now certain to fall for some time and that "a subsequent recovery must at present be regarded as more speculative".

DES Reports No. 85, *The Future of School Population*, Available free from Information Division, Room 1/27, DES, Elizabeth House, York Road, London SE1 7PH.

OU 'discriminates against men'

The Equal Opportunities Commission has warned the Open University may be discriminating against men. After a meeting with officers of the commission earlier this week, the university agreed to re-examine its admissions system.

The university runs a quota system to ensure that admissions of men and women are in the same proportion as applications. At most six men are accepted for every six women applying to the Open University. The quota is not applied to the first 100 places in each year.

The result is that the year 1979-80 (7,140) of the successful women joining the university were 10 per cent more than the men. The sex quota system had not been used.

DES prepares to phase out three-year certificates

by Stephen Cohen

The Department of Education and Science is planning to phase out the three-year teachers' certificate courses in colleges of education. It is preparing a document for presentation to the next meeting of the Advisory Committee on the Supply and Training of Teachers in October.

Training will be provided by three or four-year degree courses or by postgraduate certificate courses. Teachers' certificates would be phased out by 1981 which would mean that the last students to enter college for a certificate would do so in the next but one academic year.

Discussion on the future of the courses will form part of the wider ranging debate on the teacher force for the 1980s which was postponed at the last ACSTT meeting two weeks ago. Meanwhile, the proposal will be urged on Mr Mulley, the Secretary of State for Education, by the National Union of Teachers which wants the abolition of certificates to come into effect in September 1979.

The NUT wants an all-graduate teacher training system quickly introduced on continuing and recurrent education and

teaching force with training provided only by postgraduate degrees, and three or four years.

Abolition of the certificate courses in the last ACSTT report but no recommendation made to Mr Mulley. Indeed, the NUT's action last year was to phase out the certificate courses.

The former members of the Reid Committee on Teacher Training had gathered together in London last week to discuss the future of the certificate courses. They agreed that the certificate courses should not be continued without a degree but it will also argue against any comprehensive reform of the education system. The policy group is in favour of the certificate courses as an acceptable way of introducing the new system.

The James report on the future of the certificate courses was published in the past year. In January Dr Keith National Union of Teachers, secretary of the back-bench education committee, called for a Royal Commission on the whole of higher education, an indication of the new committee's broad approach to higher education.

The committee on the future of the certificate courses was set up by the back-bench education committee on Wednesday. It is likely to lay a State to set up a new committee on the needs of mature students. The Conservatives argue that the country cannot afford to give more of the same type of post-graduate education. Their belief is that any expansion should be based on continuing and recurrent education and

New body formed after Leamington overspending allegations

Allegations of over-spending by local councils have resulted in the establishment of a new consultative body linking educational authorities and the Department of Education and Science—the Education Steering Group for Education.

In a series of meetings in recent weeks between civil servants and local council officials, a firm body has been laid for the absorption of local government into the Government's annual survey of spending plans and for the extension of the annual negotiations on the Rate Support Grant.

A key figure on the local authority side, Mr R. P. Harding, the chief education officer of Buckinghamshire, said this week: "Many of us have often felt that the establishment of a new consultative body would be a welcome development. The financial effects of policies were not at all clear. My guess is that these new relationships between officials and members can result in better information for both central and local government, and a closer relationship between policy and its financing."

The group is one of several sub-committees of the consultative council convened by Mr Shaw, Secretary for the Environment, to consider all aspects of local government.

On past agendas have been the development of sub-degree education, the development of higher education, the development of technical education, and the development of vocational education.

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ment spending. In fact, most of it is taken from the Local Education Authority's own funds and it will complement the new institutes of higher education.

Meetings of the group were held when universities and colleges have places to spare, and to discuss the future of the certificate courses. They agreed that the certificate courses should not be continued without a degree but it will also argue against any comprehensive reform of the education system. The policy group is in favour of the certificate courses as an acceptable way of introducing the new system.

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Tories oppose 'comprehensive' HE system in new policy paper

by Stephen Cohen

The Conservative Party's higher education policy, prepared by the party's post-graduate policy group, is expected to be published in the next few days. It is likely to be a major document in the party's education policy.

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Controversy may follow UGC offer to Saudi medics

by Stephen Cohen

Controversy is likely to follow a decision by the University Grants Committee to assist Saudi Arabian students find places at London University medical schools. The committee has agreed to fund 20 Saudi medical students a year.

The Saudi Arabian Government is making a determined attempt to send students to London's 12 undergraduate medical schools. It approached the university through the British Council last year and now top-level negotiations are under way with UGC backing.

Earlier this year Dr James Houston, dean of Guy's Hospital Medical School, and Mr J. R. Stewart, clerk of the university court, travelled to Saudi Arabia to talk about the plan. Under a package proposed by the university the Saudi Government will pay a full market price for the students' tuition and allow them to undergo the normal selection procedure.

But the UGC decision may cause some controversy. Only last year the London medical schools told the council that they could provide 128 more places for British students if adequate funding was provided. The UGC did not take up the offer.

Mr Laurie Supper, general secretary of the Association of University Teachers, said this week: "We would like a full public explanation on how the UGC has now found the funds to provide more medical school places for British students this year but not last year."

"We have no doubt the individuals are acting in good faith but this kind of arrangement could taint the whole university selection procedure."

A spokesman for London University said there was no question of the Saudi students taking 10 per cent of British students. He added that negotiations were in a delicate stage. The university had put forward a "package deal" to the Saudi Arabian Government and was waiting for a response.

While the details of the proposed package have not been fully revealed by London University it is likely that the "market price" paid by the Saudi Arabian Government will be high.

Professor Norman Morris, dean of London University medical faculty, said that some of the money would be used for improving facilities at the schools. He said the UGC guarantee of extra places would only go ahead if the deal was finally agreed. The Saudi students would be placed throughout the schools.

The British Association for the Advancement of Science and The Times Higher Education Supplement have agreed to collaborate in producing a new publication for scientists and interested laymen. It will be published four times a year in the form of an eight-page supplement to the Times and the Sunday Times.

A small editorial committee is being formed to oversee the new publication and a larger advisory board will be established shortly.

The supplement will be called *Science and Society* and will contain articles about science and science policy as well as news of the activities of the association. The first issue is planned to appear in September 3 during the annual meeting of the British Association at Lancaster.

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Robbins warns against specialising too early

by Tim Albert

Specialisation in education should not begin too early, Lord Robbins, Chancellor of the University of Stirling, said at the morning degree ceremony last Friday.

Talking the works of Adam Smith in his "text", he said it would be difficult to think of academics who had his professional range. "In some parts of the world at least there is evolving a race of specialists who know more and more about less and less, and with diminishing ability to communicate, save in the narrow spheres in which they are interested."

"If specialisation begins too early, and if it proceeds on too narrow a basis, something very valuable is lost. A premature narrowing of educational focus involves not merely a narrowing of the individual's range of interests, but also a positive impoverishment of the spirit and an impairment of the capacity for mutual understanding essential to complex societies", he said.

He continued: "It is in this respect that the Scottish tradition seems to me so greatly superior to others which I could mention. You do not enforce premature specialisation in schools. Your first degrees, although leading eventually to some degree of specialisation, still involve a broad base for a starting point."

"Your target at the early stage is the majority who are to do the ordinary work of the world rather than the few who are to be the great experts. And I personally believe that in doing this you are doing well not only for the majority but also for the others."

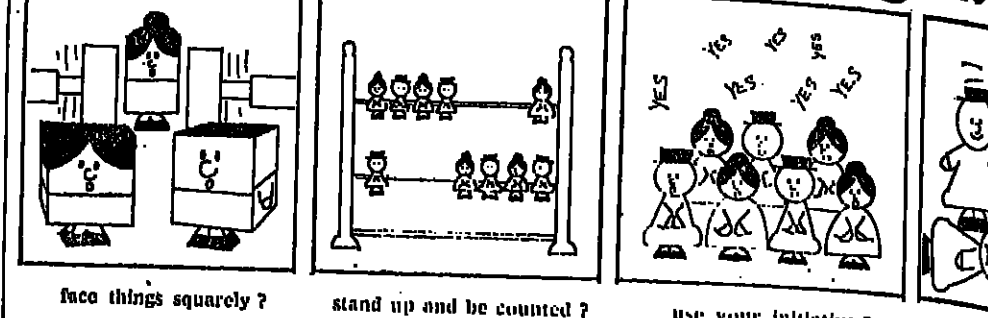
"A student who is eventually aiming at the advancement of knowledge on a comparatively narrow front is not harmed, on the contrary he is benefited, by starting from a broader base, even if he is chafing at the delay before getting on to his chosen subject."

In the afternoon Dr. W. A. Crommond, principal and vice-chancellor of the university, warned students that many might find it difficult to obtain the post or job that they might have wished for because of the economic crisis.

However, he said: "Your degree does not give, and indeed never has given an automatic entitlement to the job of your choice; but it does provide you with a passport to a better range of possibilities and opportunities than will be available to others of your age and generation."

Honorary doctorates were presented to Lord Wheatley, former MP, life peer, and Lord Justice-Clerk in Scotland; Sir Robin Philipson, artist and president of the Royal Scottish Academy; and Mr John Richards, architect of Stirling University.

How to fit in if you're intelligent



by Sue Reid

The "how to fit in if you're intelligent" strip cartoon, the first in a series, is aimed directly at young mature people dissatisfied with their present type of life, exploring his future. He feels that he is doing something better, and could do it better at a level.

"He will have a view of life which is with his contemporary who lived in one whose values and needs are different. The colourful fold-out pamphlet, which is part of the campaign, stresses the importance of a degree or diploma. But they are ways of fitting in at the universities and colleges."

One section reads: "Don't get the idea that we are better than the technicians in every respect—we are different from them. If they will help us, we are different from them. If they will help us, we are different from them. If they will help us, we are different from them."

The basis of the publicity strategy is that certain types do much better at colleges than other higher education institutions. CRAC and the college heads hope that the "third choice" image will suffer a knock when the campaign is fully under way.

CRAC says the campaign, the first in a series, is aimed directly at young mature people dissatisfied with their present type of life, exploring his future. He feels that he is doing something better, and could do it better at a level.

"He will have a view of life which is with his contemporary who lived in one whose values and needs are different. The colourful fold-out pamphlet, which is part of the campaign, stresses the importance of a degree or diploma. But they are ways of fitting in at the universities and colleges."

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The campaign material will be in the hands of careers advisers and teachers, libraries.

Block council merger plan, Warwick to urge Mulley

by David Hencke

Warwick University is to appeal to Mr. Fowler, Minister of State overseeing higher education, to overrule proposals by Coventry City Council to merge Coventry College of Education and Leamington Polytechnic.

The university has decided to approach the Department of Education and Science after the council voted by a majority of three on Thursday to drop plans to merge the college with the university in favour of a polytechnic merger.

The vote on party political lines was 27 to 24. Conservatives supported the university case while the ruling Labour Party supported a polytechnic link.

A statement from the university deeply regretted the council's decision. It said that "it flies in the face of the views of the four teacher organisations in Coventry, the students, the academic staff, the academic board and governing body of the college as well as the university's committee for education."

"If the Secretary of State accepts the city council's recommendation it will mean the end of a unique

relationship between a college of education and a university extending over 10 years."

"Our collaboration across the binary line has led to the introduction of innovative courses at the initial teacher-training level and a joint degree in mathematics and mathematics teaching which is unique in the country in giving an honours degree and a teaching certificate within three years."

Warwick University also warns that teachers qualifying at the college in future will no longer be able to receive Warwick degrees since the polytechnic will take teacher training courses to the CNA.

The statement concludes: "If it is the wish of all sides to produce a solution to the college's future which is best for teacher training, then despite the city council's recommendation the university will continue to seek the opportunity of negotiations aimed at a merger between the college and the university."

The two neighbouring local education authorities which have an interest in the college, Warwickshire and Solihull are also opposed to a polytechnic-college merger.

Scots students must take ability tests

by Sue Reid

Thousands of first year students will have to take ability tests when they enter Scottish universities this autumn. The tests, in mathematics, physics, chemistry, French and German, are to be introduced by the Scottish Universities Council.

Entrance in an attempt to pinpoint students' study problems. The controversial new programme, which will be staged in all eight Scottish universities for an initial trial this year, will also be used to highlight any gaps in the curriculum between school and university.

Every student undertaking a first year major or subsidiary course in one of the five key subjects will be asked to complete the relevant 45 minute test. Students taking a course in more than one of the subjects will take the corresponding number of tests.

The test results will be analysed by the council and fed back to the individual university departments concerned. Some universities are already planning to stage extra tutorial sessions to give remedial help to students who do badly or show weaknesses in particular areas.

Although the tests will be used among all students studying the five subjects their introduction comes at a time when the failure rate of first year Scottish-educated students is causing many academic departments to look at the situation. Last year St Andrews University revealed that about 16 per cent of its Scottish-educated science students failed their first year examinations compared with about 5 per cent of the English students. In 1976, 13 per cent of the students from Scottish schools failed while only 3 per cent of English-educated first year students failed.

But Mr Angus Mackintosh, secretary of the council, stressed this week that the new test programme would not be aimed at highlighting any failure of schools. He was unable to predict the total number of students likely to be involved this autumn as the tests will be used in the summer of 1978.

Professor James Gray, head of the actuarial mathematics and statistics department at Heriot-Watt University, is subject convener of the mathematics test involving 3,000 students. He said the aim was to ease the transition of students between school and university.

"At the end of the three year experiment we will assess the situation. We hope the test results will lead to some discussions between universities and schools. I obviously cannot speak for every university department but we expect short term remedial measures to be taken as a result of the tests. Departments have asked for the tests to pinpoint individual weaknesses."

Professor Gray said that students involved in the test programme, which has received a £13,500 grant from the Carnegie Foundation to be spread over three years, will not be victimised if they fail.

"We are not trying to blame schools or students. We want to build up a profile showing what people with various university entrance qualifications can attain," he said.

UWIST hopes for new green site dashed

by Alan Cane

Plans for the University of Wales Institute of Science and Technology to move to a green field site at Llantarnam, near Newport, have been postponed indefinitely. It is now virtually certain that the institute will never move out of Cardiff.

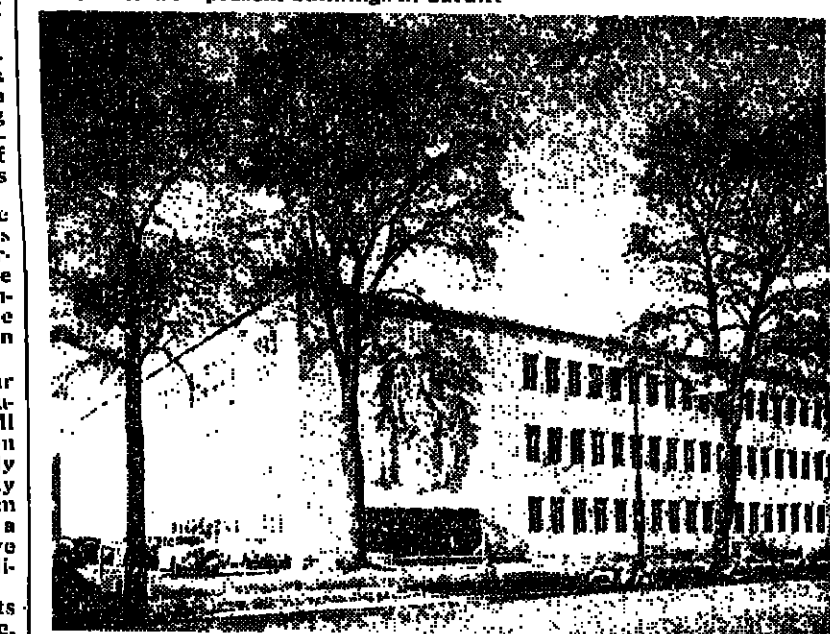
Mr. Mulley, Secretary of State for Education and Science, told the Commons last week that the project would have to be delayed because of cost. At 1975 prices the initial stage of development at Llantarnam might cost £15m.

Mr. Mulley said: "It has always been understood that the transfer was dependant on finding a place in the university building programme to meet the considerable cost of putting up and equipping new buildings on the site at Llantarnam acquired by the local authority for this purpose."

"I think it right that the university, the institute and the Gwent County Council should know now of my conclusion that there is no likelihood of finding a place in the programme for this project in the foreseeable future. This is due to the severe restrictions on public expenditure over the next few years and a reduced assessment of demand for places in higher education since the original announcement was made."

Gwent County Council has already purchased the new site at a cost of almost £250,000. Now it has been told by Mr. Morris, Secretary of State for Wales, that it is free to use the land in any way it chooses, confirming fears that the institute will have to remain in Cardiff. The Gwent County Council.

One of UWIST's present buildings in Cardiff



Hull repays 'bar' debt

Hull University has agreed to pay a total of £10,000 to 15 lecturers for pay they have lost as a result of the university's use of the efficiency bar.

Recent investigations into Hull's use of the efficiency bar revealed that the university had accidentally considered 206 lecturers for the bar too early and the 15 who failed and were prevented from continuing up the scale had their salaries seriously impaired as a result.

The mistake followed a recommendation from the Prices and Incomes Board in 1968 that universities should operate the bar at the twelfth point of the salary scale.

Hull considered every lecturer for the bar from 1969 from the eighth point, regardless of whether or not he had been appointed before that date. The University Grants Committee, however, had ruled that should still be considered at the twelfth point.

The result was that 206 lecturers were considered for the bar too early. Of those, 191 passed and continued up the scale. The rest were prematurely detained and suffered loss of increments.

The university's council has now decided that these lecturers who have passed the bar, albeit too early, should be deemed to have passed it satisfactorily and should continue in their present posts.

Of the remaining 15, six who were held at the bar but subsequently passed it are to be promoted to the point on the salary scale that they would have reached had they not been held, and the increments that they subsequently lost.

The remaining nine who are still at the bar are now to be promoted to the point they would have reached had they not been held, and to be reconsidered *de novo* for the bar when they reach the twelfth point.

Dr C. P. Stoneman, secretary of the Science, Technical and Managerial Staffs, said the union was particularly concerned that this last category did not take into account that half a dozen lecturers would now be on points well above the twelfth point, had they not been held.

They will now be held at the twelfth point, and out of their previous attempts to pass the bar, only those which they would have made then, at earlier points, will be counted. Thus for some their previous attempts will not count at all and the scale will be wiped clean.

For other lecturers, however, a third attempt, for instance, might be counted as a first attempt, because it was the only one that could have been made at the twelfth point.

Short in-service courses 'best way to serve industry'

by Alan Cane

Provision of short, in-service courses was one of the best ways to serve industry, the Commons Select Committee on Science and Technology were told last week.

In its second memorandum this year to the committee, Croufield Institute of Technology said that more important than degree courses for postgraduates training for industry.

While welcoming Science Research Council's attempts to devise new kinds of postgraduate training for industry (Total Technology, Teaching Community schemes), it warned: "The SRC should concentrate on one aspect of the problem, namely the need for a more flexible and responsive system of education and training."

The institute said that the provision of short courses could be strengthened in a number of ways. "It would benefit the country if better financial provision could be made for both the student and the employer; this would improve the quality of student coming forward."

Second, universities should develop more relevant projects for working journalists. A working party to examine higher education courses for journalists is to be set up by the National Council for the Training of Journalists. It will have a wide brief to look into degrees and diplomas and, particularly, a number of new communication studies degrees recently started by polytechnics.

The NCTJ runs short courses for working journalists at all levels, courses at various further education colleges or polytechnics, these are one-year courses counting towards the NCTJ professional certificate.

Announcing the decision to form the working party, director, Mr. Alec Newman, said it had happened

students to undertake, so that companies could see the real benefit of sending a student away for a year, and could integrate such sponsorship in their own training programmes.

Short courses were of immediate use to industry and so students attended them with the support and encouragement of their employers. "The institute is not in favour of a policy of trying to cover the full costs of courses from industry as presently advocated in some quarters; while this is possible in many cases, it should be recognized that some courses of an advanced nature are inherently of a somewhat 'unknown quality' in industry and educational pump-priming funds are necessary."

The memorandum argued that both higher education and industry must realize that there were no universally applicable solutions to the problem of establishing effective links between them.

Three chief ways were: 1. to appoint staff with considerable industrial experience and to appoint as visiting lecturers people from industry;

2. to establish a suitable mix of fundamental research and research of immediate value to industry. Expenditure should be used to provide a service for industry, for example testing and calibration equipment;

3. to establish a suitable mix of degree courses and short course work. It also pointed to the importance of projects which fell on the borderline of the purely academic and the wholly industrial; "Crucial links between purely academic work and purely industrial work can be built up by joint projects for which neither sector is prepared to offer full finance."

News in Young jobs

Open College

An Open College will be set up immediately by the Government as part of an attack on unemployment, according to Jackson, director of Education Research Council.

Speaking in Stirling, Mr. Jackson said young unemployed people should be encouraged to learn vocational skills for a return to full-time employment. This could best be done by an Open College, which would offer a variety of courses in industry, commerce, and local classes.

A significant change since the university first proposed the establishment of a medical school in 1966 is the imminent completion of the Humber Bridge. Due to be finished in 1978, it will increase the catchment population for the projected school to over one million people.

The statement says that clinical teaching would be based on hospitals in Hull, Grimsby and Scunthorpe.

It argues that the only physical development necessary for the time being would be:

1. An academic/clinical service unit for pathology at Hull Royal Infirmary together with additional out-patient rooms, extensions to the

Polish birthday party

A painting of Poland's history by the Polish artist, Jan Matejko, will be the centrepiece of the Polish School in London's 25th anniversary.

A new £1m extension to the Technical College in Coventry is to be opened next year. The extension will include a library, a business centre and an extra floor to main building.

£36,000 grant scheme

Hertfordshire and Avon authorities are to jointly develop a £36,000 grant scheme to help secondary schools develop the science and technology of the future.

Correction

Dr Denis Judd is joint head of the history department at the University of North London and not the history department at the University of North London.

Hull to start medical school

Hull University this week put forward radical plans to start a medical school without heavy capital expenditure or a purpose-built teaching hospital.

The plans are contained in a new statement from the university's medical school foundation committee, the third major statement the committee has published in five years. It has submitted the statement to the University Grants Committee for consideration.

The new proposal is based on three factors:

1. A small initial student intake. Feasibility studies have indicated that up to 50 students per year could be admitted if maximum use is made of the existing resources.

2. All the existing university facilities would be used to capacity.

3. All the hospital facilities within the area would be fully utilized.

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postgraduate library, 12 bed-sitting rooms and the conversion of cubicles into seminar rooms on four wards.

2. A short-life academic unit at Kingston General Hospital together with the upgrading of existing terrace houses to provide 10 bed-sitting rooms.

3. Purchase of a house for eight to 10 bed-sitting rooms at Scunthorpe General Hospital and

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But Mr Angus Mackintosh, secretary of the council, stressed this week that the new test programme would not be aimed at highlighting any failure of schools. He was unable to predict the total number of students likely to be involved this autumn as the tests will be used in the summer of 1978.

Professor James Gray, head of the actuarial mathematics and statistics department at Heriot-Watt University, is subject convener of the mathematics test involving 3,000 students. He said the aim was to ease the transition of students between school and university.

"At the end of the three year experiment we will assess the situation. We hope the test results will lead to some discussions between universities and schools. I obviously cannot speak for every university department but we expect short term remedial measures to be taken as a result of the tests. Departments have asked for the tests to pinpoint individual weaknesses."

Professor Gray said that students involved in the test programme, which has received a £13,500 grant from the Carnegie Foundation to be spread over three years, will not be victimised if they fail.

"We are not trying to blame schools or students. We want to build up a profile showing what people with various university entrance qualifications can attain," he said.

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Merseysiders rock NUS boat

Merseyside teacher training students have set up a coordinating committee to keep the national protest campaign against teacher education cuts running during college vacations.

A poorly attended meeting at St Katharine's College of Education, Liverpool, on Saturday accused the National Union of Students of failing to direct the teacher unemployment protest campaign after the collapse of college occupations fell away earlier last month.

But the NUS executive, many of whom attended the meeting as observers, criticized the organizers for diverting attention from the union's national campaign and for failing to attract much support from other colleges.

Mr. Peter Ashby, NUS deputy president, said: "It is quite simple. One of the main anxieties expressed here about the NUS executive's role in this campaign was that we failed to implement the decision taken at the Manchester national delegate conference of the campaign for teaching jobs held on June 5."

Yet one of the decisions taken at that conference was not to elect a national coordinating committee. Today, we have done exactly what they criticized the NUS executive for doing directly against a decision taken at the Manchester conference. My colleagues and I therefore hope to support a national action as a mere diversion by a small

minority, unable to win their position at the national conference."

During the meeting NUS executive members outlined ways in which the union was already working throughout the summer to promote the campaign.

Much of the discussion was taken up with criticism of the NUS executive's past performance and with expressions of regret at the lack of "conspiratorial" and "coordinated" college occupations last year.

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Trainee teachers cope with urban problems

by David Hencke

A teacher training degree with an emphasis on urban education and a new approach to professional studies has been started by Manchester Polytechnic. The Bachelor of Education degree abandons traditional educational theory and asks students to look at teaching problems through other people's eyes, including those of parents, administrators, raters, community workers and minority groups.

During the course students are faced with situations aimed at testing their skills and judgment. A series of lectures, tutorials, visits to schools have been included in the course which finishes with students being asked to react to problems submitted by local schools which are common to newly qualified teachers.

The degree also includes a considerable emphasis on urban problems which is thought to be appropriate to a city centre polytechnic. During the first two years students are expected to spend 200 hours on a course dealing with urban problems not only confined to teaching.

They will be assigned to a particular area and will either participate or observe social and community work. They will be asked, finally,

to write a detailed study of one of seven aspects of urban problems, from a study of life in a redevelopment area to problems of ethnic minorities.

Mr Ian Kane, head of the department of education at the Polytechnic, hopes the new course will give students a much wider background and greater insight into the problems of urban areas than can be gained on conventional courses.

"Unlike many other teacher education courses we have abolished the distinction between theory and practice in favour of a course where school and community work play a big role. We do not aim to train community workers however. Our aim is to attract committed teachers who wish to receive a broad education and understand problems from a wide range of views."

The Council for National Academic Awards, which has approved the new degree has insisted that the first three intakes are monitored so that the degree can be evaluated as a teacher training programme.

Mr Kane said the CNA had also expressed interest in the first three intakes becoming a Diploma in Higher Education because of its wide range.



Rotterdam has civic link with Hull, whose interest in the Low Countries is growing.

Hull formalizes interest in Holland

by Sue Reid

An Institute of Modern Dutch Studies is to be set up at Hull University in October. Mr Peter King, a fellow of St Edmund's House, Cambridge University, has been appointed professor and director of the institute which has been awarded a £65,000 grant by the Leverhulme Trust Fund and will receive additional financial support from various firms with interests in Holland and the United Kingdom.

The institute will concentrate on the study of Holland during the nineteenth and twentieth centuries, a field not covered widely in Dutch or British universities. But the development is particularly appropriate to Hull which has a civic link with Rotterdam and over the last three decades the symbolic significance of the sea link has grown.

There is a considerable Dutch community in Hull and the university itself has shown an increasing interest in the Low Countries in recent years.

A university spokesman said this week: "The establishment of the institute is a recognition of the importance and complexity of growing developments in the Netherlands and Belgium. It will enlist the specialist knowledge of economists, sociologists, historians, political scientists and geographers at Hull and other British, Dutch and Belgian universities."

"It hopes to promote a wider interest in Dutch current affairs and to investigate the various factors of the post-war development now making a valuable contribution to European and world affairs."

From October Mr King will provide a full Dutch language for undergraduate students, university's Institute of Studies. The department, which has also expressed its interest in the Low Countries, will have a full Dutch language for undergraduate students, university's Institute of Studies. The department, which has also expressed its interest in the Low Countries, will have a full Dutch language for undergraduate students, university's Institute of Studies.

Mr King studied Dutch at Groningen University in the Netherlands and received a PhD from the University of London. He was awarded an MA degree in 1966. He joined the faculty of the University of Hull in 1966. He was awarded an MA degree in 1966. He joined the faculty of the University of Hull in 1966. He was awarded an MA degree in 1966. He joined the faculty of the University of Hull in 1966.

Communications degree replaces diploma

A degree course in communications design is expected to attract 10 students when it starts at North-East London Polytechnic this autumn. The three-year honours course will teach students a range of media skills including audio and photography which is to replace a diploma in communications design which has been taught at the college for years. Competence in a range of media, general methods and the ability to design will be important elements of the course.

Mr David Page, the course leader, said that the expected growth of the course to include libraries and museums in the television world. He said the course would go on to do postgraduate teaching courses and other postgraduate courses more closely linked to communication design.

Aid for givers of advice

A part-time postgraduate course in information and studies starts in September at East London Polytechnic. The course is aimed at people who are already working in the advice bureau, centres and voluntary workers. Teaching will be by day a week and the course will last for two years.

Careers in teaching

A new booklet, *Careers in Teaching*, giving details of the type of training courses available to trainee teachers, university and polytechnic departments has been published by the Department of Education. It is available from Room 1/27, DES, Elephant and Castle, London SE1 7PB.

Don's diary

Thursday

My first term-time day as acting head of a medium-sized department in a smallish university. I reflect that since the advent of study leave there must be, at any one time in a given institution, a considerable number of acting something-or-others. Even if we are all acting, some of us are clearly more acting than others. Perhaps J. L. Austin had a point when he argued that as far as "real" things are concerned, it is actually the attitudes, the "replacements" and understandings that wear the trousers.

This could be why vice-chancellors are such important and unreal people, though I suppose it would make acting vice-chancellors more important still. And when a deputy vice-chancellor was away it would have to be the acting deputy vice-chancellor (or his associate's stand-in secretary) who really ran the show. Come to think of it, with an infinite number of acting vice-chancellors to be found too, this could eventually put the power back where it rightly belongs, with the temporary porters and cleaners.

There being no linguistics here, I have to interrupt this reverie in order to make my contribution to a linguistics seminar course run voluntarily by staff from different sources (who thereby form a kind of acting linguistics department). We discuss again Wittgenstein's theory of "family resemblances" on which I'm a self-appointed acting expert. But the group is not nearly so lively as last term when some acting postgraduates from the School of Education simply refused to accept that all taboos do not have something in common.

Still, all this scrutiny of the meaning of words in modern philosophy is so artificial: I hurry back to my room to discuss difference between "adventitious" and "deliberate" combinations on timetable with acting deputy assistant registrar's temporary clerk. Should have realised all along that it's rather like God creating all the good things and man being responsible for the evil: combinations that the acting registrar intended are "deliberate", while hideous concoctions that the replacement computer came up with are "adventitious" — *écrasez le Potentat*.

Friday

Up at the crack of noon again to deal with correspondence, but little in the post. It is that heads of department spend far less time than they pretend answering letters or, more likely, that someone is specifically paid to intercept mail addressed to acting anything and redistribute it among non-acting office-holders in the place? If the latter, could be the very same man who punishes me for sending letters first-class by diverting them into the internal mail for several days.

I bury in my acting pending tray an unimpressive questionnaire from researchers in Oxford who show no awareness of the special problems of the acting head of department, such as rusting letter-openers and the "bonds" that go with over-rapid and temporary rise in status.

Almost drowsy seeing my second-year students again, as I now hold the threefold role of their academic supervisor, personal tutor and acting head of department: cannot help wondering where they will turn if they have any complaints about me. But they seem untroubled and are happily grumbling because some options offered for their final year did not attract enough (student) support to be run. Why are under-never-impressed by this acting argument that elsewhere they might not have had any options at all? Special meeting of senate to discuss procedure for appointing a new vice-chancellor. Present one chair, first section of the business, and involves his saying goodbye to representatives obliged to depart at this point, looking very tired and having given up examination revision or snooker in order to attend, but then it's a clear case for an acting chairman and I swell with pride at thought that this acting thing is really catching on.

Less delighted to discover that my own status on senate—would you believe, a non-voting further additional non-professional member—precludes me from participating fully in decisions about composition of appointing committees. But by the time that's all settled, it's clear that I can win any subsequent war of attrition, since I've had the foresight to lunch potestously early in anticipation of a long session.

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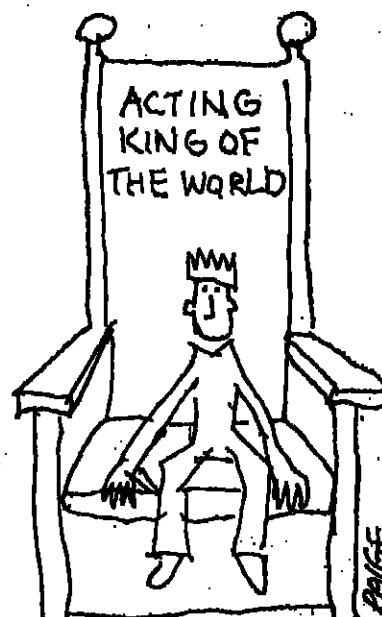
Monday

Look forward in a quiet and reflective day at work after weekend dominated by other people's children in the house of my own daughter's fifth birthday party. But problems and tasks arrive thick and fast: exam scripts to be assessed; delicate letter to be written to mother of student whose father has died; student who missed recent exam through a mistake over dates wanting her next chance to count as a sit rather than a re-sit (a problem for the acting deputy assistant chief examination officer, if ever I saw one); secretary wanting to know whether we can simply assume that an external examiner's car will be more than 1,500cc, thereby qualifying him for a more favourable mileage allowance; what to do about some overdue dissertations.

Resisting temptation to lock myself screaming in the acting loo. I find of an objection to one of our practices in the department by arguing that (a) it is not one that we follow (b) we are just about to discuss the possibility of doing away with it; (c) it's a good thing anyway.

A telephone engineer arrives nicely in time to disrupt a series of interviews with students but fraction too late to be able to do anything other than move my furniture about and rear off a few wall-panels before his lunch break.

Later his presence in the room is so real as to convince me that there must be an acting repairman. He confirms this at length while berating his predecessors for not doing the job properly and replacing the panels at an angle.



which prevents me from plugging in the kettle to make a cup of instant coffee with a sort of acting milk. Late afternoon. There's something quite unique about departmental meetings at best of times, but this is the first one I have had to chair. Nothing to fear provided one is thoroughly well prepared: colleagues react tolerantly and argue among themselves over our duty to help make votes at students' union general meetings more representative by "slipping" afternoon timetable by an hour every so often (hence operating a kind of acting timetable once every two weeks). Little doubt that such slippage would have to count as deliberate rather than adventitious.

Tuesday

Daughter's first day at school. Accompany her with cheap movie camera whirling all the way. Aspiration to becoming world's greatest acting film-maker rudely shattered by discovery that lens cap has been

left on for most of the shooting. Early translation class leaves me with usual impressions. Firstly, that students see whole activity as unconnected with matter of the real life, acting meaning of the real life, even the most outrageous content can somehow be transferred from the French of writer to the English of student without passing through the head of latter at all.

Secondly, English involved is definitely of the acting rather than the real variety, for students will seriously offer—perhaps above all, surprisingly, as translations of French slang—expressions that neither they nor anyone else would ever utter in a lifetime. "Espèce de scoundrel!" equals "Bully scoundrel!"

In reduced corridor-lighting I stumble over massive parcel of registration documents in front of my door. To save postage they are to be distributed departmentally: each of us is henceforth to be something of an acting registrar, not to speak of an acting postman. One thing puzzles me: what is everyone else's job, what is everyone else doing?

Afternoon. I go directly from a seminar on Sartre (sometimes suspect that that is what everyone else is doing) to an outside speaker on Barthes. That this is a more significant move academically than phonetic discussion is dominated by lecturers from local polytechnic. Yet learned debate about Barthes's political stance seems remarkably unimportant when the speaker is an ill-conceived piece on all-in wrestling (or Barthes, a sort of acting grappling) that speaker has examined.

I pass reluctantly by open door of boschian where colleagues are competing to see how much of a publisher's sherry they can consume without exchanging a word with a representative (now I know what everyone else is doing). Must get home in time to hear daughter's account of school. She's fine, but has upset her older brother by not agreeing to be his acting partner in the dinner queue.

Wednesday

Lecture on Camus goes down well, but why are warm-hearted students so determined to slay me? Characteristically provokes among her girlfriends exactly what being bitten amounts to. Sounds as if she has actually found the permissive society I've been looking for years, but perhaps there are only acting liberties after all.

One tells me darkly that the "twice-shy" attitude certainly prevails among her girlfriends, but irritatingly fails to explain exactly what being bitten amounts to. Sounds as if she has actually found the permissive society I've been looking for years, but perhaps there are only acting liberties after all. Meeting itself a particularly fruitful one. Much evidence has been gathered on working out a picture scheme within university. Picture is broadly favourable but constructive suggestions are made for detailed improvements. Whatever may be wrong with universities, the seriousness of purpose and thoroughness of piece of self-scrutiny like this leave little to be desired.

Evening. I rush hopefully back to university for talk entitled "Murder and sodomy. The logic of argument." For English philosophy has changed little in last 10 years: the logic of "is" and "ought" (not to mention "acting") has become more technical, but eminent speaker begins by explicitly dismissing as irrelevant any substantive discussion of murder and sodomy—bring on the acting Trade Descriptions Act.

Suddenly realise I have sat through two outside speakers in two days without saying a word. Am I conserving energy as this acting business takes its toll (injection to "Baker's" "Multiply" "Avoid exhaustion by speech"), or is this, on the contrary, already a foretaste of disappointment at having overestimated my own acting talents? Might almost begin to believe Austin's point: some of us may really be more real when we're acting than when we're acting being real, if I see what I mean.

Terry Keefe
Mr Keefe is a lecturer in French at Leicester University.

DES seeks key to 'secret garden of curriculum'

by David Walker

Whitehall may be seeking more control over practical aspects of education, Mr James Hamilton, the new permanent secretary of the Department of Education and Science, hinted last week.

He told the Association of Education Committees of the growing DES interest in curriculum, assessment of student performance and the relationship between teaching method and performance. "I have no detailed proposals to offer," he said, "but I believe that the so-called secret garden of the curriculum cannot be allowed to remain a secret after all, and that the key to the door must be found and turned."

He wondered if everyone in the education service sheltered too often behind so-called expertise and took too little notice of its common sense. He echoed Mr Mulroy's description of a "growing chorus of discontent from parents, teachers and employers about the education provided in a minority of schools, colleges and universities."

Mr Hamilton devoted most of his address to the AEC annual meeting in Scarborough to the consequences for schools of the declining school-age population. Mr Hamilton suggested that the decline in school numbers could be met by a comprehensive reorganization of secondary schools. This was taken up by Lord Alexander, secretary of the AEC, who argued for a complete codification of the secondary system in a new Education Act.

The act would also sort out various anomalies in further and higher education. Lord Alexander said many universities and polytechnics were regional rather than national institutions and much money could be saved if students were required to attend their nearest seat of higher education.

The education of the 16-19-year-olds could be done more cheaply in education colleges than in some sixth forms, he added. The education of a 16-year-old in a small sixth form cost as much as £1,400 a support of the view of the AEC.

Wardens fear for jobs

Wardens of teacher centres and local education advisers see themselves as potential losers in the struggle with colleges of education over the provision of in-service training for teachers. Some wardens are also threatened by local government economies which they fear will close some centres.

These points emerged at a conference of wardens and advisers held at London University last week-end. Mr Robert Aitken, director of education for Coventry, feared that one consequence would be a Dutch auction with colleges of education, teachers' centres and local education authorities all vying to produce courses and an attendant risk that the pattern of in-service training would be imposed by the central powers.

"The right place for this development is at the grass roots," he said, "and the make up of courses must be influenced by teachers and the professionals in local education authority offices. The colleges, polytechnics and others can then be asked to meet specific requirements rather than allowed simply to dream up their own ideas." The result could be a coordinated in-service training programme of great value to teachers.

In the past, he said, teachers had been ill prepared for changes, either those imposed by reorganization of schools or the wider sociological changes, and the rapid expansion of knowledge meant that their own specialist knowledge was often out of date. Other pressures were imposed by new techniques, the widening pastoral role, and the greatly increased availability of audio-visual teaching aids. To cope with all this, there was a clear need for coherent complementary in-service training policies both for the teachers as individuals and as members of a team. This could be tackled in two ways, with teachers being taken out of the schools for seminars and courses or retained at school-based courses. Mr Aitken said the coherence of the team was the important factor.

year, and this figure could be reduced to 2500 if he were taught in bigger classes in a college catering specially for this age group. Economy and better coordination of provision were themes emphasized at the conference. Representatives of Somerset County education committee criticized outside intervention in the field of industrial training already confused by overlapping responsibilities.

The AEC annual report, received at the conference, put this point strongly: "The executive committee has been concerned at the encroachment into the field of education by bodies such as the Manpower Service Commission and its offshoot, the Training Services Agency, particularly in the field of further education."

"In some quarters there is the feeling that arrangements for training made by the agency will increase to such an extent as to pose a threat to the continued existence of further education establishments within the local authority service." Mr J. H. Aldam, county education officer of Hampshire, urged the Government to take swift action on setting up regional machinery for the coordination of further and higher education in the public sector. He rejected the idea that this would have to wait until all the ramifications of the Layfield report on local government finance or the Government's plans for regional devolution were sorted out.

One issue left unsettled at the conference was the future of the AEC itself. Lord Alexander issued a statement saying that no suitable basis for a merger with the Council of Local Education Authorities had been agreed. The AEC annual report indicated that rivalry between the two bodies is still strong.

It claimed that only the AEC had sufficient cohesiveness to make a submission to the DES on the Government's plans to abolish selection in secondary education. It is significant that the Council of Local Education Authorities were not able to make such recommendations despite the overwhelming body of opinion in favour of the abolition of selection in secondary education.

Fees report supported

Support for the report on student fees by the combined working party of the University Grants Committee and the Committee of Vice-Chancellors and Principals came last week from Sir Brian Flowers, rector of Imperial College, London.

In an after-dinner speech to the British Council scholars last Monday, he said: "The matter of overseas students is very much a two-way affair, in which we reckon they give at least as much to this country as they receive."

"I beg the Government to pause and think again about the long-term effects on British influence in the world, and on the export of British goods and services, if they raise disproportionately fees for overseas students."

Earlier he said that Imperial College had had about the same proportion of overseas students, with a few per cent fluctuations one way or the other, for 20 years.

Of the 4,000 students at Imperial College, only 17 came from France. "That is not good enough for an institution that intends to make a real contribution towards the intellectual and technological life of Europe," he said.

College principal awarded OBE
Dr Hugh Pollard, principal of St Martin's College, Lancaster, has been awarded an OBE in the Queen's Birthday Honours List for services to education. Dr Pollard, who has been principal of the college since 1965, founded the first school for the Services in Berlin in 1945.

COURSES

BRITISH COUNCIL COURSE

EDUCATIONAL TECHNOLOGY IN HIGHER EDUCATION

13 March-1 April, 1977

Newcastle upon Tyne, Leeds and Dundee

The Director of Studies will be Mr Richard Fothergill, Head of the Educational Technology Unit at Newcastle upon Tyne Polytechnic. The course is intended for senior academic staff and educational technology specialists (not technicians) from overseas who are responsible for encouraging innovation in teaching methods and supporting organizations. Administrative staff from academic backgrounds who are responsible for these services may find it helpful. Prospectuses and forms for registration may be obtained from local Representatives of the British Council or from Courses Department, The British Council, 65 Davies Street, London W1Y 2AA.

Application forms must be received in London by December 1, 1976. Fee £285.

BRITISH COUNCIL COURSE

EDUCATION FOR ENGINEERING

30 January-12 February 1977

Edinburgh and London

The Director of Studies will be John Cowan of the Department of Civil Engineering, Heriot-Watt University, Edinburgh. This Course, which is residential, has been planned to bring together a number of innovators whose work is relevant, directly or indirectly, to those who plan courses in engineering and who are responsible for the implementation of engineering curricula. It is intended for applicants, from overseas, who are university teachers, academic administrators and educational planners with an involvement in engineering education at any level. It is hoped that some of the candidates will bring their own experience as an added contribution to the Course, but it is not essential to have been engaged in educational development of a non-routine nature.

Prospectuses and forms for registration may be obtained from local Representatives of the British Council or from Courses Department, The British Council, 65 Davies Street, London W1Y 2AA.

Application forms must be received in London by 1 October 1976. Fee £255 (demi-pension—London full board elsewhere).

مكتبة الأصل

Dr Walvin lectures in history at the University of York.

The bleak houses of colleges past

However dissatisfied present-day college of education students may be with the content of their courses or with the uncertainty of their future job prospects, there can be little doubt that their position is a great deal more satisfactory than was that of their predecessors a century ago.

Although training institutions for teachers had existed from the early years of the nineteenth century, it was not until the 1840s that they became established on any scale—thanks in large measure to increasing government financial support and to interest on the part of members of the Church of England.

Similarly, James Kay-Shuttleworth, first secretary to the governmental Committee of Council on Education and a founder of Battersea training college, emphasised the importance of religious training and a Spartan standard of living: "The path of the teacher is strewn with disappointment, if he commences with a mercenary spirit. It is full of encouragement if he is inspired with the spirit of Christian charity."

Battersea students were expected to combine study with domestic activities and gardening. Only one servant was kept to do the cooking and all the work of cleaning dormitories and making beds devolved on the students themselves.

They were also expected to spend at least three hours a day gardening or looking after the livestock—milking cows and the like. The day's labours began at 5.30 am and were concluded with evening prayers at 9 pm; "all were in bed by 9.30."

A summary of subjects studied in the early 1840s show that in the second class, six hours a week were spent on religious instruction; three on geography; eight on "reading, etymology and grammar"; five on "mechanics, natural philosophy"; six on music; and two each on English composition, history, arithmetic; pure mathematics and mensuration and "Pestalozzi", a technique which aimed to develop the faculties in a "natural order".

Gardening absorbed 16 hours each week, teaching in the village

Pamela Horn looks at the life and hard times of teacher training students in the Victorian era

school a further 15, and preparation for teaching five hours more. This meant that the students were occupied in one way or another for 74 hours a week.

Similar policies and programmes were adopted elsewhere. At the Winchester diocesan training school, for example, even in the 1870s and 1880s the day started at 6.15 am, when the bell-man, a second-year student, made his rounds. Half-an-hour later the bell rang again, to indicate "going down".

Fines were imposed on those who ignored the regulations: a failure to make one's bed properly leading to a penalty of 2d, with a similar fine imposed for not opening the bedroom window. Smoking was strictly forbidden in the college, its grounds and in the city of Winchester itself, and anyone caught breaking the rule in these areas was fined the substantial amount of 2s 6d.

Most modern students would find life at mid-Victorian Cullham College, Oxford, equally unattractive. Here, as one former inmate recalled, he and his fellows had to leave their chilly and comfortable cubicles at 6.30 am and were prohibited from entering them again until they went to bed at night. "No matter what was forgotten, what might be wanted from our scanty stores, no admittance was the rule, except by special permission."

And he added: "Oh! the miseries of those dreadfully cold mornings, when with chilblains on our hands, for want of a few pounds spent in heating the college, we had to wash and dress in the bitter weather, with no possible chance of warmth, before going into study for the dreary hour before chapel, whose turn it was, swept the classroom and lit the fire; coal, etc. being fetched by another student on similar duty."

At that time, the "unofficial system" was in full swing, and the "duties" required of the students included "sweeping rooms, fire-lighting, corridor cleaning, garden, postman, chapel cleaning, and town messenger".

After morning chapel came breakfast—consisting of bread, a small quantity of butter and an unpalatable beverage "by courtesy, called coffee in the morning and tea in the afternoon. Served in junc pots adorned with the College Arms, the flavour of that beverage is with us, even to this day."

When breakfast was over lectures commenced at 8.45 am and continued until 1 pm. Every Saturday morning there was an examination from 11 am to 1 pm. The afternoon and evenings were taken up with drawing, music, recreation and private study, with a two-hour grind at lessons after tea each day.

The "recreation" period included a little football or cricket, gardening and stims of 20 minutes apiece pumping up the college water supply. This latter was a much-debated activity which, according to Alfred Pittman, a student in 1863-64, might be barred by some of the more desperate for "a week's butter" supply.

In the view of another Cullhamite, who was at the college in 1865-66, even the quality of instruction left much to be desired: "It would perhaps be unfair to class the tutors of that day as incompetent, but certainly they had not the power of influencing the minds and work of those under their charge, nor of imparting what knowledge they possessed."

Staff changes were frequent, and according to this former student "except for the principal's dignity, our note books were never seen nor examined by the lecturers". Instruction, both here and elsewhere, was little more than dictation of facts and figures, so that the students' minds were overloaded with a mass of superficial information.

Books were in short supply. At the Methodist Westminster College, for example, "anything satisfactory in the nature of a reference library did not begin till the closing years of the nineteenth century."

Rules on behaviour at both Cullham and Westminster were stringent, with the usual prohibition on smoking; at Westminster, indeed, incoming students had to pledge themselves not to smoke until they had broken the pledge and were instantly expelled, in the 1880s.

Cullham also had strict regulations against speaking to girls or

visiting the nearby small town of Abingdon. The punishment book for 1879, for example, reveals that one unfortunate was rusticated "for being in Abingdon, talking to a woman on Saturday evening", while two others were "severely reprimanded for stealing food from masters' dinner table".

Failure to attend chapel, idleness, "illicit correspondence and meeting with principal's servant maid" are but a few of the other faults catalogued. Some of the students even formed a "rule-breaking club", to help one another "in writing impositions and bearing punishments", since these were often given for trivial offences.

On a rather different plane was the student who, in the principal's view, "seemed half-demented, but was all had grave suspicions that he was put on in the hope of getting away from the college to become assistant master". What ever his motive he was allowed to leave after four months, in April 1879, and eventually became a book-keeping clerk in a London railway station.

In the girls' colleges discipline was, if anything, stricter than that for the men. Regulation of dress was a particular feature here, as the Rev F. C. Cook, HMI, observed approvingly. At Salisbury training college, for example, he noted in the mid-1860s: "The managers judged, and in my opinion judged rightly, that whatever might be the result upon the examinations, the personal habits of the students, simplicity of manners and dress, were paramount objects."

As might be expected, great stress was laid on domestic duties, with much of the household work (developing) upon students in every institution. At Salisbury, four students were detailed to undertake housework for the following week each Saturday night.

They were presented with an inventory of the cruckery and utensils and were expected to be at duty for six hours a day five days in the week and for the whole of Saturday, working under the supervision of the chief kitchen servant. Laundry work also had to be undertaken at intervals during the year at this college.

Finally, for all students a certain amount of time was spent in practical work. For many years the colleges had "model" or "practising" schools attached to them, where this essential element of the work could be carried out. The amount of time so devoted varied from college to college.



Teaching the class of 1851: training could take 74 hours a week.

In many it received low priority, partly because most entrants had already served an apprenticeship as pupil teachers and had thus acquired some practical experience. It was also partly because the managers of the college were concerned with ensuring that the students passed their written general certificate examinations.

These were held in December of each year and in the general atmosphere of "exam" the teaching for them became a major part of the day. In 1874, for example, the examiners in English reported: "The students of one college, almost without exception, wrote an essay which they must have evidently learnt off by heart."

The reasons behind this attitude are easy to understand. A post certificate "pass" meant the prospect of a higher salary and was choice when seeking the first job. As one product of the system has declared: "The main business of our life... was in us—discontent in the Christian as a student. Few would nowadays of the dull and regimented routine that this inevitably entails."

The author lectures in economic and social history at Oxford Polytechnic, and is the author of *The Victorian Country Child*.

Finding out if town likes gown in Reading

As the "relevance" debate in the social sciences dies down it is worth asking in a more objective fashion how far social science academics are involved in the community of which their university is part. This article sets out the results of a questionnaire survey of social science staff at Reading University carried out in January, 1975.

Social science departments are defined here as: economics, geography, politics, sociology, history, law, management and development, law relating to the land and construction management. Seventy-six questionnaires were returned; a 45 per cent response rate. As the questionnaire inquired about both research and community involvement a bias may perhaps be present in the respondents towards those both undertaking research and who felt involved in the local community.

Only 11 respondents (15 per cent) were undertaking research directly focused on any aspects of past, present or future Reading and district. Only 20 respondents (27 per cent) had professional contact in their research with any non-university organisation in Reading or in the surrounding area.

These 20 respondents listed 33 organisations but only three listed any private sector manufacturing or service firms. In contrast to the seven private firms noted by public authorities were named. Nor was the research of the postgraduate students supervised by the respondents directed locally. Of those respondents supervising postgraduate students only 10 (13.9 per cent) were supervising research into any aspects of past, present or future Reading and district.

Only 17 respondents (22 per cent) taught university courses that had direct relevance to the town of Reading. Of the 66 respondents who had been employed by the university for 12 months, 27 (40.9 per cent) had spent between four and six weeks (inclusive) away from the locality but a further 27 had been absent for at least one week. When asked to teach involve the students in fieldwork, other than on university sites, in Reading and the surrounding area?

In only the departments of geography and law management and development did a majority of respondents involve their students in local fieldwork. In three departments no respondent did so. Only one of 14 professors, in contrast to 14 out of 32 lecturers and four out of eight senior lecturers involved their students in local fieldwork.

For 16 of the 21 respondents whose courses involved local fieldwork for students, the fieldwork was the same as that which involved them in teaching their university courses. Three respondents noted MSc project work and another two described programmes of sporadic visits to the city. The exception of two respondents, both in the archaeological section of the history department, the general impression was of infrequent visits rather than coordinated lecture and local fieldwork programmes.

Local fieldwork

Once again it is stressed that only 28 per cent of respondents involved their students at all in university courses as part of any university course they taught.

Only nine respondents (12 per cent) were currently involved in non-university teaching in the locality, although 32 (41 per cent) had given at least one lecture or seminar to a non-university audience in the locality in the previous 12 months. Eight out of the 14 respondents whose research was directed locally had given such a lecture or seminar.

In contrast, the other 64 respondents only 24 had given a lecture or seminar to a local non-university audience in the previous year. Reversing the roles 32 respondents (42.9 per cent) had attended at least one local non-university lecture or seminar in the previous year. Perhaps indicating the activities of local voluntary organisations with the reversal of the lecturing role conducting locally directed research and non-local research disappears. Forty-three respondents (56.6 per

cent) stated that they belonged to no local voluntary organisation. Ten respondents belonged to a single local voluntary organisation, nine to two or three such organisations and four respondents to four or more. In all, 53 different local voluntary organisations were named—but that most frequently named (the Reading Civic Society) received only four nominations. The most important concerns appear to be preservation, conservation, sport and hobbies.

Of the 33 respondents who belonged to at least one local voluntary organization 18 (54.2 per cent) held at least "one position of authority" in one or more of them. Confirming a suspicion that respondents may have been ignoring some organizations, 10 (13.2 per cent) said that they were a member of a local non-university political party when later asked directly.

Eight of these 10 considered themselves to be active members. Only one of the 10 was not a member of at least one other voluntary organization and six of the 10 held at least one position of authority in such organizations. Of the four respondents who had stood for public election in the locality all were from the politics department. Likewise four of the eight who considered themselves active party members were from the politics department.

Friendship dimension

The derivation of a friendship dimension was difficult (how do you define a "friend"?). The respondents were asked: "That proportion of your waking life in Reading and the surrounding area?" Thirty-three (46.5 per cent) said "few", and 29 (40.8 per cent) said "many". The widely scattered social networks of the respondents by immediately demonstrated that only five respondents saying "most" and no respondent replying "all".

Many respondents had at least a residential contact with the locality. Forty-one (59 per cent) lived in three miles of the Whiteknights Park site of the university and a further eight respondents lived within 3.1 and 6.0 miles away. Of the 66 respondents who had been employed by the university for 12 months, 27 (40.9 per cent) had spent between four and six weeks (inclusive) away from the locality but a further 27 had been absent for at least one week. When asked to teach involve the students in fieldwork, other than on university sites, in Reading and the surrounding area?

As an overall comment on their own feelings about the town of Reading and the town's respondents were asked to indicate their relative agreement or disagreement with the statement: "The University of Reading is sufficiently integrated into the life of Reading and the surrounding area?"

The respondent had to mark his/her reply on a line marked from "agree" to "disagree", and bisected by "indifferent". Don't know" were coded as "indifferent" and coding was by a scale of +1.0 (agree) to 0.0 (indifferent) to -1.0 (disagree).

The statement was admittedly imprecise but attempts at a more definite wording destroyed the meaning intended. Thirty-five responses were within the range -0.60 to +1.00, but only six between +1.00 to +0.61. Forty-five responses were between -0.21 and -1.00, but only eight between -1.00 and -0.21. No significant differences were found between the scores of the different status groups, professors, readers, etc.

It would be dangerous to assume that those disagreeing with the statement necessarily wanted more involvement by the university staff in the affairs of the town. Comments were sought. But the majority of the admittedly few that commented either apologized for the negative nature of their replies or suggested means to increase university involvement in the community.

The reader is left to decide how valid is the charge of remoteness towards local affairs. Perception is a matter of opinion as much as fact, but how indicating is the fact? By design the questionnaire elicited generalities rather than particularities, but the less apparent particularities may in fact be more important than the generalities. But then that is part of another question altogether.

Richard Prentice

The author lectures in the geography department at Reading University.

Academics in West Germany have to prove they are 'politically acceptable' before they can get a post. Günther Kloss reports

Protecting the State—at the expense of individual freedom

West German academics risk not being appointed to permanent or even temporary posts merely because they belong to a political organization deemed hostile to the Constitution, although the organization itself may not have been declared unconstitutional. The Federal and regional governments have created the real danger of jeopardizing the civil liberties of the individual guaranteed in the Basic Law.

The dilemma is, of course, a familiar one confronting every liberal-democratic State: a precarious balance has to be struck between the freedom of the individual and the interest of the community as a whole. Not unnaturally, West German governments are doubly anxious to take all possible precautions against a possible repetition of the traumatic events following the collapse of the Weimar Republic under the onslaught of right-wing forces.

Apologists for the measures point, too, to the special situation West Germany is in as far as Communism is concerned.

Fundamental differences also exist in the status and conditions of employment of British and German academics. In Britain, university lecturers are supported and employed by the university, a public corporation established by charter; other higher education teachers are i.e.a. employees. In Germany, university lecturers are supported and employed by the university, a public corporation established by charter; other higher education teachers are i.e.a. employees. In Germany, university lecturers are supported and employed by the university, a public corporation established by charter; other higher education teachers are i.e.a. employees.

This lists employees' rights as well as such privileges as absolute security of tenure. In practice the conditions of employment of civil servants and other public employees are now very similar. Both are in fact with that long-standing Prussian tradition of loyalty and allegiance to the State (formerly the ruler) whose "sovereign function" a civil servant executes. He even has to swear a special oath of allegiance.

In West Germany, therefore, there exists a potential conflict between an academic's duty of obedience towards the existing basic democratic order under the Civil Service Law and his or her constitutionally guaranteed right to choose his profession and the freedom to teach and to research.

The only way to solve this conflict, which is now coming more and more to the surface, would be to restrict the range of the German civil service to immediate ministerial employees, more or less as in Britain.

Neither the Federal nor any of the Länder governments, however, whether led by the SPD or the CDU, are in any doubt that all prospective public employees should be screened and that radical left or right-wing views could be a reason for disqualification from public service careers. They also agree that the problem must be tackled by legal or quasi-legal rules.

In the so-called Radikalen-Erlass (Extremists' Decree) of January 1972, the then Federal Chancellor, Willy Brandt, and the Berlin Minister of the Interior sought to lay down some common rules how to deal with the problem.

However, the "decree" did not provide a clear-cut answer to the crucial question: does the mere membership of an extremist organization (which itself has not been banned by the Constitutional Court) automatically provide sufficient grounds for refusing employment to a person or must each case be established individually? These August 26, 1975 and March 1976.

Different Länder governments have applied the decree differently,

most damaging: an atmosphere of suspicion and even fear is fostered. The constitutional implications are even more serious if instituting such detailed measures, albeit with the laudable intention of protecting the State against being undermined from within, the Federal and regional governments have created the real danger of jeopardizing the civil liberties of the individual guaranteed in the Basic Law.

The dilemma is, of course, a familiar one confronting every liberal-democratic State: a precarious balance has to be struck between the freedom of the individual and the interest of the community as a whole. Not unnaturally, West German governments are doubly anxious to take all possible precautions against a possible repetition of the traumatic events following the collapse of the Weimar Republic under the onslaught of right-wing forces.

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Different Länder governments have applied the decree differently,

with the CDU-governed Länder tending to the interpretation that mere membership justified rejection and the SPD Länder looking at cases individually. Several administrative courts have made contradictory judgments, and a long-awaited decision by the Federal Constitutional Court in Karlsruhe about a year ago did not clarify the issue either.

The court merely forbade the collection, systematically and specifically, of material on the political reliability of a candidate, while at the same time confronting the civil service law requirement of a special loyalty towards the State.

An applicant's membership of an extremist group may be taken into account, but it should be only one factor among several, said the court.

Both the Federal (SPD/FDP coalition) government, together with the SPD-governed Länder on the one hand, and the CDU-dominated Länder on the other, claim to have



Former Chancellor Willy Brandt: what is an extremist?

been vindicated in their respective milder or stricter approaches to the problem.

It was thus inevitable that a Federal Government Bill dealing with the problem should have been rejected by the Upper House of the Federal Parliament—where the CDU has a majority—after it had passed the Lower House. It would have established a "framework" (to which all State laws would have had to conform), and was "milder" in the sense that it made membership of an anti-constitutional party only one element in the assessment of an applicant and put the burden of proof on the authorities.

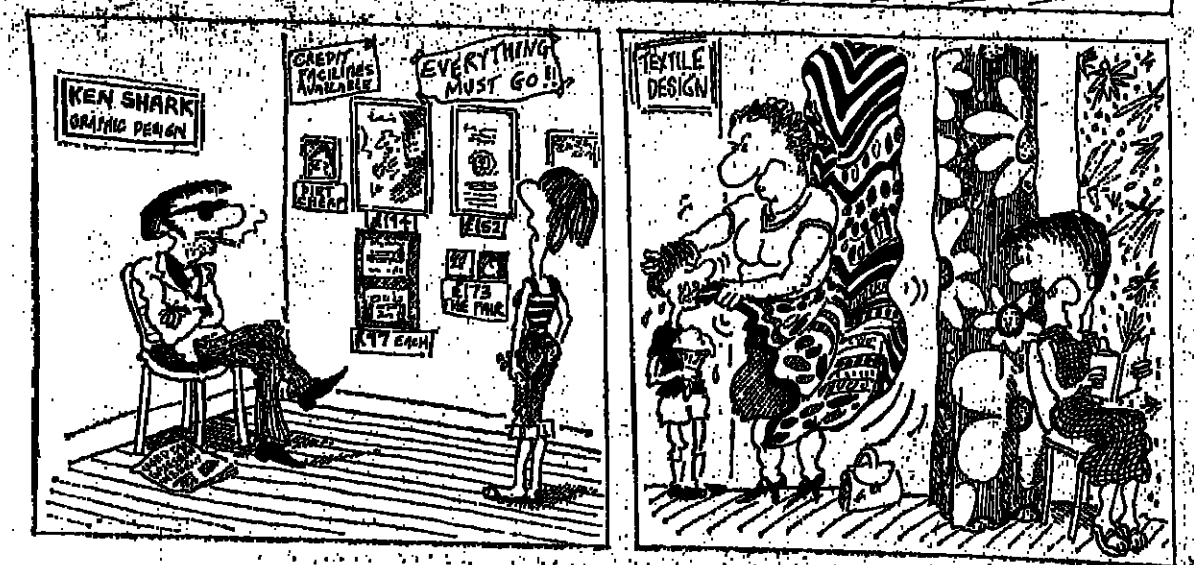
The result of these developments is, that the Extremists' Decree is now officially a dead letter, and there is not even the semblance of a uniform treatment of the issue across the country. Those Länder ruled by the CDU are pursuing the harder line advocated in the Second Chamber, which goes back to the 1972 decree. The Federal Government and the SPD-governed Länder, however, have just agreed to adopt the principles of the failed Bill. So whether an applicant gets a job may well depend on which part of the country he lives in.

Protests inside West Germany, particularly from academics and students, have been vigorous and not been confined to those left-wingers most immediately affected. In many letters and declarations of protest, the authorities have been accused not only of seriously limiting academic freedom but also of violating basic constitutionally guaranteed human rights.

There has, too, been mounting uneasiness and criticism from abroad, including the recent decision of the French Socialist leader François Mitterrand to join a French Committee for the Safeguard of Civil and Professional Rights in the Federal Republic.

Several degrees over

Chris Williams, who has just completed a graduate thesis at the Royal College of Art in London, celebrates his departure with some reflections on the college's annual degree show



BOOKS

Measuring academic inputs and outputs

University Costs and Outputs
by Donald Verry and Bladdy Davis
Elsevier, \$17.95
ISBN 0 444 41287 5

The availability, on a uniform basis, of statistics relating to all the universities of the United Kingdom creates an opportunity which economists could hardly be expected to resist for long; especially since they have been supplemented by the data on the use of academic time collected in the celebrated "diary exercise" of the Committee of Vice-Chancellors and Principals. Apart from unpublished work done by the University Grants Committee, some instructive analyses have already been published by workers in the University of Sussex, and some of the principal results of the study described in this book have also been published in the *Economic Journal*. Now, however, we have a full account of this very thorough investigation in what was the Higher Education Research Unit, now modestly renamed the Centre for the Economics of Education in the London School of Economics.

Some readers may criticize the authors for turning the heaviest of econometric analyses on rather an elusive target—perhaps a sparrow,

or even a snipe—but that would be unfair. It is true that the formal setting-out (in chapter three) of a model of academic inputs and outputs, in which the utility of something called "the University" is maximised, may seem as alien to the man on the Leeds Senate as it would to the traditional man on the Clapham omnibus; but if one has a hawtizer, it is as well to know what sort of target it might have a reasonable chance of hitting. The test of the authors' good judgment is that, having done this, they can recognize when they have missed—and broadly, why.

Some of the misses are probably due to the inherent difficulty of measuring what is in a meaningful way. The authors try hard enough; for undergraduate teaching output they even use a "net output" indicator incorporating differences between mean A level scores of students and the mean classes of their degrees; but it would be a remarkable testimony to the uniformity of the examining system, not only between boards and universities, but also between subjects, if this worked well.

Measuring research output by number of articles or articles per person is probably less reasonable (at least within subject groups) though its weaknesses are

manifest. Using time spent on research as a proxy for research output begs perhaps even more questions. It would also be rather a touching justification of the order of the average salary per member of staff in a department turned out to be a good measure of average efficiency. In the light of all this, one can hardly be surprised that the degree of success in calculating production functions—explaining in terms of inputs—is only very modest. Some of the incidental relationships that emerge are what one might expect; more postgraduates go with more research output, for instance. Others are surprising, at first sight; it is not the large departments (which might be expected to harvest the advantages of personal specialization) but the smaller ones that show the higher ratios of research to teaching activities within degrees. This cannot be attributed to the London Senate Institutes, which are excluded.

Estimating cost functions is much more successful—that is to say, explaining the total costs of departments, and of university central services, in terms of the various inputs. The authors are perhaps too interested in products of this analysis are estimates of marginal

costs; the costs attributable to an extra student of various kinds, other things being equal. The general conclusion is that these costs (for students of a particular kind) do not vary much with size of department; though there may be a slight tendency, especially in biology and the social sciences, for them to fall. Taking departmental and central costs together, they vary (in 1965-66 prices) from around £300 for the basic sciences undergraduates to well over £1,000 for the main groups of science-based postgraduates. Allowing for the fact that for economic reasons, these marginal costs are probably underestimated, the implication is that they are not so very much less than the corresponding average costs in most cases. That they are less at all is attributable to the existence of quite substantial fixed or "set-up" costs of a department, independent of how many students it has.

There are also, of course, problems about this kind of estimate. The authors take the view that the department is the practical unit of university activity, the size of which is most likely to be relevant to economics of scale. But in fact the costs of which work in a given subject-group is divided between

different departments varies a good deal from one university to another, and it is by no means clear that fixed costs are really to be attributed to departments as such; it is perhaps more likely that they are attributable to the resources required to mount particular courses. It can be argued a priori, and on reasonable grounds, that the costs of arts-based subjects, for instance, to provide the basic components of a three-year degree programme, whatever the number of students taking it, and the staff are required for lectures, tutorials, small classes, and so on, are more or less in proportion to student numbers. It would be instructive to repeat some of the authors' calculations on a "per capita" basis.

The book contains many interesting sidelights. On the rather scanty data, polytechnics do not seem to be significantly different (if at all cheaper) than universities, with more than average degrees of their time to waste research also do more the average amount of \$5.

A. J. H.

How to divide the cake in a wicked world

The Just Economy: Vol 4 of Principles of Political Economy
by J. E. Meade
Allen & Unwin, £7.00
ISBN 0 04 330263 7

The basic economic aspects of the good society are, as Professor James Meade points out in *The Just Economy*, the size of the cake and its division among the participants, and this fourth volume in his series about the economy is mainly concerned with the division of the cake. In this area of economics there is considerable disagreement among economists and strong feelings often cloud judgment. Meade's urbane and lucid review is entertaining, in the light it sheds on the nature of the preoccupations, and instructive, in sorting out and arranging the many threads of the argument.

In the first and most informative part of the book Meade discusses the possible goals which policy-makers may choose when legislating on the distribution of the cake, i.e. of national income. Then he goes on to the measurement and the causation of economic inequality and in the final chapter touches on the choice of redistributive poli-

cies for achieving whatever policy goals have been selected.

James Meade is a man of the world and knows that such policy makers and such a Just Society are remote from the real world, which he refers to as the "wicked world". But unlike Karl Marx or Maynard Keynes, he does not work up the reader's moral or intellectual indignation at the inequities or stupidities of the economic system: his examples seldom involve exploited workers or fatuous stock market speculators, but civilized characters such as the Dickensian reading cripple A, restless globe-trotting B and even C, Tom Jones and Mary Jones (née Smith), who, as Richard and Granby who has no income and has to live with her wealthy son and daughter-in-law and finally the rich man (probably B) who lives with a poor woman without the legal bond of marriage. "Is the woman still poor?"

In the first part Meade considers three policy goals: first, one may wish to redistribute "income" from the rich to the poor within the same "generation". Second, one may wish to influence the distribution as between the older and younger generations alive today and as between ourselves today and ourselves and our descendants in the future. This one may wish to consider whether to encourage

large families even at the expense of average living standards, so that the blessing of life itself may be enjoyed by a larger number. Many may feel that the first of these goals is the most important, but Meade deals with all three on a roughly equal footing.

Since Bentham's day economists have been concerned with the measurement of the happiness that money can buy: Meade's policy-makers seldom involve stock market speculators, but civilized characters such as the Dickensian reading cripple A, restless globe-trotting B and even C, Tom Jones and Mary Jones (née Smith), who, as Richard and Granby who has no income and has to live with her wealthy son and daughter-in-law and finally the rich man (probably B) who lives with a poor woman without the legal bond of marriage. "Is the woman still poor?"

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Social behaviour

Adam Smith's Sociological Economics
by David A. Reisman
Croom Helm, £6.50
ISBN 0 85454 284 3

Mr Reisman's book is loosely structured and may be regarded as a set of six essays on various aspects of Smith's thought (methodology, conduct and character, consumer behaviour, urban classes, lower classes, the state). Each can be read profitably in isolation, but all are linked by Reisman's determination to show that even the more strictly economic aspects of Smith's work have sociological implications and can be understood properly only in that context. The tendency to do the reverse, to concentrate solely and narrowly on Smith's economics, is deep-seated, perhaps an inevitable fate for someone whose brilliance was most evident in his economics, and perhaps also a fate decreed by the behaviour of latter-day economists, whose study of *The Wealth of Nations* has rarely progressed beyond Book I, or at best Book II, to the richly historical and institutional studies of Books III, IV and V. Reisman's work removes any remaining excuses for this failure.

The first essay, very properly on Smith's methodology, illustrates the approach. Not surprisingly, Smith was anxious to follow the Newtonian example of providing an orderly and systematic explanation of all aspects of social conduct by determining a connecting principle of behaviour, so anxious indeed to determine order that he tended to follow Hume and to identify order with beauty and scientific method with aesthetics. To many the principle is self-interest, and those with money-loving in associate with own kind. The complexity of the whole subject is conveyed hardly illuminated by a simple diagram on page 147.

The final chapter, on distributive measures for redistributing income from rich to poor, emphasizes the fact that measures of this kind conflict with other social objectives so that one must select a package of policies paying weight to each one of the objectives. Now, the reader's support, we are running to the end of the matter. But the only way to end the matter is to select a package of policy packages in the heart of the problems of the economy. It is a desperate task, one very difficult to deal with, but it is difficult to put it off till tomorrow. Reisman's discussion of this problem comes to write, in this essay, a final volume in his series on *Mixed Economy*.

D. G. Champness

Economic morals

Essays on Adam Smith
edited by Andrew S. Skinner and Thomas Wilson
Clarendon Press: Oxford University Press, £15.00
ISBN 0 19 828191 9

These are the first of the volumes to be issued by the University of Glasgow to mark the bicentenary of the publication of the *immanus opus* of its most celebrated son. By the end of next year, we shall have a further seven volumes, including the entire published works, the letters (fifty published for the first time), papers from the recent conference and a new biography.

It is, of course, for *The Wealth of Nations* that Smith is remembered, and thus it is mystifying to learn from Raphael (quoting Samuel Romilly) that Smith considered the *Theory of Moral Sentiments* a much superior work. To the modern reader, the former retains its freshness and relevance while the latter seems unreadably stodgy and banal. How could Smith so misjudge his own work?

This is a mystery which Wrightman's essay, "Adam Smith and the History of Ideas", throws light on. How, he asks, could the same mind "master the immense mass of objective detail" in *The Wealth of Nations*, "and yet be apparently satisfied with the monumental nonsense that passes for a 'history' of education in the medieval universities?" The answer lies in the existing climate of opinion. For whereas *The Wealth of Nations* represents a great work of construction, the *Theory of Moral Sentiments* represents a great work of demolition. Man was daring to dismantle the creations of God in order to discover how they worked, an aim similar to that that had led to the undoing of the people of Babel.

In the nineteenth century the marginalists adopted Bentham's utilitarian model of man from which it is interesting to note, Smith's differed considerably. Bentham's man was generous only if calculation suggested that generosity would pay off; Smith's man was motivated by a desire for the esteem of other people. As Campbell explains, "men approve of the conduct and character of another person if, when they imagine themselves to be in that person's situation, their sympathetic feelings accord with those which they observe to motivate the person's behaviour." The great advantage of the Bentham man, for economic theory, is that he can be relied upon to maximize his own utility, a *fortiori*, as Bentham argued, in pecuniary matters, thus making economic models determinate and permitting the privileged to enjoy their comforts undisturbed by sensations of guilt.

The first half of the book of essays is devoted to these fascinating philosophical questions. Some of the contributions wonderfully recreate the intellectual atmosphere in which Smith worked and illuminate the behavioural assumptions on which his economic theories are based.

Part two consists of papers by economists, each dealing with an aspect of the economic writings. As in part one, some are reprints from previous publications, so that there is not very much interplay of thought between the various contributors. But this gives the selection a somewhat random appearance, it is a pity that the reader left to play off one contributor against another.

Most of the essays extract and examine Smith's doctrine on some special aspect: Marian Bewley on capital, Edith on growth, Bloomfield on international trade, Rees on differentials, Peacock on public finance, Blaug on education. Vickers finds a lack of merit in Smith's treatment of money; Checkland finds his treatment of banking highly elliptical. They have, in the main, done a workmanlike job of extracting, piecing together and interpreting.

Guy Routh

Trade patterns

International Trade and Finance: Frontiers for Research
edited by Peter B. Kenen
Cambridge University Press, £12.50
ISBN 0 521 20719 3

In his preface, Peter Kenen explains the genesis of this volume: "Emerging from two years of university administration, I spent a year of intellectual rest and recuperation trying to catch up with my subject. Like most of us, I had already fallen behind being a full-time economist. But my plight had grown worse while I was away from the subject, and I did not have the usual excuse—that I was on busy writing to read. Eventually, I thought it best to ask for help. I organized a conference."

Others might like to note this solution to a familiar problem. Students of international economics for whom this recourse is not available have cause to be grateful to Kenen for the resulting collection of essays.

The core of the book consists of nine essays, strongly focused on empirical work, by distinguished practitioners. There is R. E. Stern on the pattern of merchandise trade; W. M. Gordon on the measurement of trade barriers; C. J. Diaz Alejandro on trade and development; S. Magee on the price and income sensitivity of international trade flows; G. C. Hufbauer on the determinants of direct investment; R. J. Bryant on international portfolio selection; J. Hellwell on adjustment under alternative exchange rate regimes; B. J. Cohen

on international liquidity; and L. R. Klein on the Link project. Each of these contributions is commented upon by other leading specialists, and the final section of the book gives the proceedings of a panel discussion on "What we need to know".

In all fields of economics, what we need (or would like) to know comprises a vast area when compared with the bits and pieces we do know (or think we know). International economics is an extreme case, in part because of data difficulty; but also, one suspects, because the ostensible power of the standard models created an unwillingness to venture from the real world shelter so provided into a realm necessarily more disordered. Think, for example, of the initial reactions to Leontief's tests of the factor content of United States trade: even he immediately tried to thrust his advice results back into the Heckscher-Ohlin box.

But as these essays make plain, times are changing, and this is all to the good. An iconoclast based on careful observation of the way the world works is impossible for economists to resist; and in international economics, the outcome is a free stream of empirically based speculation which, in minimum, is entertaining for professionals, and ultimately may prove useful for the ways in which we seek to organize the world. Non-specialists may like to browse through this volume to get some idea of where international economics is and seems to be going. Specialists are likely to give it a more active role in the formulation of their own work.

Brian Hindley

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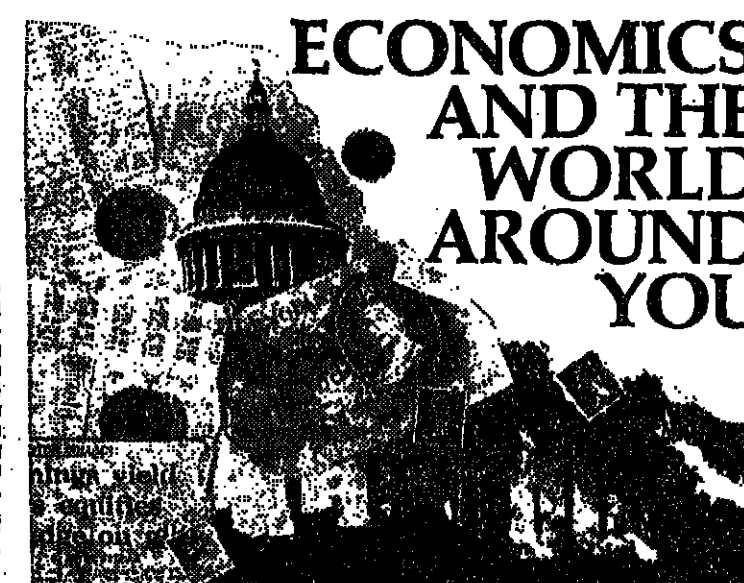
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Bangladesh: The Test Case for Development
by J. Fanland and J. R. Parkinson
C. Hurst, £6.50
ISBN 0 903983 41 9

In 1972-73 the government of Bangladesh put forward its first Five Year Plan, intended to set the new nation on a path of rapid economic progress. It was drawn up with a degree of optimism about prospects for the Bangladesh economy, which was echoed elsewhere at the time. Only four years have elapsed but to the outside world the Bangladesh experience following the severance of union with Pakistan, would seem more than ever to represent a catalogue of misfortune. The period has seen a succession of natural disasters, spread heavy flooding, balance of payments problems necessitating a 50 per cent devaluation, declining exports of jute and uneven progress in manufacturing, all culminating in the political instability which manifested itself last August in the assassination of Sheikh Mujibur Rahman and the subsequent coup.

If the time is ripe for a reappraisal of Bangladesh's development prospects then the present situation provides a good starting-point. Both authors have first-hand experience of the economy before and since 1972 as senior economists with World Bank agencies. Settling out to assess the likelihood of progress in Bangladesh over the next 25 years, they make no attempt to play down the difficulties. Indeed they are at pains to emphasize the long-term and fundamental character of many of the problems, which surfaced first in colonial days, were certainly not helped in the quarter of a century union with Pakistan, and still are likely to dominate the economy in the future. Top of the list must be the high population density and rate of population growth. Even on the authors' optimistic assumptions about the success of policies for containing new births, the prediction is a near doubling of the population by the year 2000.

The inability of agricultural out-

put to accommodate population growth is the key to understanding Bangladesh's present poverty. Since 1947 per capita income has increased by only 15 per cent and there is little doubt that since the late 1960s, per capita income has actually been falling. In the light of this experience, even the apparently modest growth rates suggested by the authors for Bangladesh in the next 25 years may be over optimistic. Annual growth rates in income per capita of between 2 and 3 per cent seem reasonable enough, but the conditions which are shown by the authors to be necessary to achieve these growth rates are tough indeed in the Bangladesh context—a fall in the rate of growth of population from 3 per cent to 2 per cent per annum, a 7 per cent rise in non-agricultural output per annum, a 2 per cent per annum rise in food-grain output per capita, and to accommodate debt servicing requirements, a continuously increasing flow of aid over the period. All this is demonstrated by the authors using the simplest of arithmetical devices, one of the strengths of the book.

Finally it is recognized that even if the target rates of growth were to be achieved, life for most of the population in Bangladesh would not be transformed. The authors suggest a terminal date per capita income roughly in line with present-day income in China or Pakistan, enough they say to provide basic necessities but in no sense to allow a western standard of living. This leads them into an interesting speculation on the possibilities of increasing the welfare of Bangladesh by diverting consumers' tastes away from western consumption patterns and towards goods and services such as health, housing and sporting facilities which do not make heavy demands on either foreign foreign consumer and capital funds. The authors readily allow, however, that the present social and economic structure of Bangladesh is not conducive to resisting the demands of the rich and more-rich for western-style consumption.

Barbara Ingham

Inequality of wealth

Economics and Equality
by Anthony Jones
Philip Allan, £7.00 and £3.75
ISBN 0 86083 010 5 and 111 X

Since the subject of economic inequality is now very fashionable, it is hardly surprising that Section P (Economics) of the 1975 meeting of the British Association for the Advancement of Science was devoted to it. This book reproduces the contributed papers. There covers a wide range of topics, and there is room to discuss only a few of them here.

Alan Harrison summarizes his valuable new estimates of the distribution of wealth in Britain (or a succession of them) for 34 years between 1923 and 1973. They show roughly the same trend as previous estimates, namely, a considerable fall in the share of the richest 1 per cent of adults, and smaller reductions in the shares of the top 5, 10 and 20 per cent groups. In 1970, he estimates, the bottom 80 per cent of adults still owned less than 20 per cent of total wealth. These results depend a good deal on the definition of wealth and of the wealth-owning unit; but there is little doubt that the inequality of wealth is still very great.

Professor Sandford discusses fiscal methods of reducing this inequality. Tax in place of the Capital Transfer Tax. As he points out, the choice between these taxes depends on whether one wants wealth to be more widely spread or to be taken over by the state. To answer that question we need a more fundamental discussion of the role of private wealth in alternative economic systems.

We cannot get far in discussions of economic equality without introducing value judgments; and the authors are explicitly addressed to that aspect. Groux discusses the implications of Rawls's ethical

Harold Lydall

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BOOKS
Inflation spiral

The Dilemmas of Government Expenditure
by Robert Bacon et al
The Institute of Economic Affairs,
£2.00
ISBN 255 36081 9

Sharing Inflation? Poverty Report
edited by Peter Willmott
Temple Smith, £4.50 and £2.25
ISBN 0 85117 1036 and 1028

After the inflation of the past few years, we are now witnessing a considerable explosion of books, monographs and articles, dealing variously with its causes, effects and the ways in which it might be brought permanently under control. Even though they tackle quite different aspects of the problem, both of these books are unmistakably of this pedigree.

The Dilemmas of Government Spending is a collection of readings by economists and politicians which grew out of a seminar sponsored by the Institute of Economic Affairs. As the title suggests the contributors to this volume (one might perhaps add a caveat for David Marguard, the social democratic Labour MP) are concerned at both the scale of present government spending in this country as well as its astonishingly high rate of growth over the past decade. The major focus of the contributors is the impact of this spending on inflation and investment, while that of the politicians is the way in which the juggernaut can be controlled.

There is considerable agreement among the economists on the relationship between growing government spending and inflation. Although Professor Tom Wilson acknowledges that deficit spending may be financed through money supply growth, the major link is provided via cost factors. If government spending increases at a more rapid pace than workers prefer, then rising taxation will produce a source of frustration on the part of the labour force which will in turn lead to a demand for higher money wages.

Inevitably, the Bank of England will increase the money supply and so the inflationary process is complete. Apart from emphasizing the fact that the experience of inflation itself induces changes in economic behaviour, J. W. Anderson suggests the frustration hypothesis with a theory of bargaining about the relative shares of gross national product. Once again left to itself such a bargaining process will produce higher unemployment, which in turn will be reduced by money supply growth, again completing this inflationary spiral.

Without in any sense wishing to minimize the insights which these essays possess, it is significant that

they do not discuss the evidence of the past five years very closely. While the thesis advanced has a good deal of *a priori* plausibility and while it is important that any monetary analysis of the inflationary process should explain the reasons for money supply growth, it would be difficult to use it to explain the money supply "explosion" of 1972-73 and the subsequent United Kingdom inflation; mainly because at that very time wages were rising at about one-half the rate of money supply growth. A far more plausible explanation for what happened was the inability of the government to finance the growing public sector deficit without an unacceptably high level of interest rates.

It is encouraging to find that the politicians' contributions are of a consistently high standard. Even though they have different views about the desirability of government spending and even though they all reveal an element of despair with the question of how public spending can be brought under democratic control. In dealing with the problem various policies are recommended: cuts in government expenditure, manpower controls, an expanded Expenditure Committee, indexation of the tax system and more efficient expenditure.

In thinking about the longer term control of the public sector the one surprising element in the recommendations is the introduction of proper pricing policies in such fields as education, health, transport and the nationalized industries. The major reason the public sector has a deficit bias is that politicians have an incentive to supply greater and better quality services at less than their true cost, while the public registers a distorted and enlarged demand for such services via the political process, because they are not confronted with the extra taxes (including inflation—which is simply a tax on money) which are necessary to finance such services.

Sharing Inflation is the Poverty Report of 1976. Its title is highly misleading in that it is basically concerned with poverty and how it has been influenced by government measures such as the incomes policy and the "social" wage rather than inflation *per se*. Much of it is a highly competent analysis of the intricacies of benefits and services and how they have fared with inflation.

Its major conclusion is that "despite hope to the contrary many of the poor are worse off and, as the cuts in public spending bite, there will be more suffering"; in other words, much the same as the rest of the community. One might add not least because of many of the policies envisaged in the Report itself, such as incomes policy and a minimum wage.

Brian Griffiths

Firms large and small

The Theory of the Firm
by P. J. Curwen
Macmillan, £8.55 and £3.95
ISBN 0 333 18846 2 and 18847 0

P. J. Curwen's book is a short survey of some of the major theories of the firm. It is in no sense a comprehensive textbook but this is hardly surprising with only 145 pages of text. So short a work at such a price may fall between two stools: it is neither long enough nor detailed enough to recommend as a textbook on the subject, yet it is too dear to recommend as a survey.

Nearly half the text is devoted to the trade theory of the firm—and variants of it—based on the assumption that decision makers aim to maximize profits. The remainder looks at some empirical evidence on production costs and pricing behaviour; and then outlines some of the theories based on motives other than pure profit. This seems a sensible balance.

The style and the level of the contents are clearly aimed at the large numbers of students on business studies, management, and economics courses. It is readable and the treatment is intentionally non-mathematical; few readers will find it difficult to read.

There are, however, a number of respects in which *The The-*

of the firm is open to criticism. The treatment of many important areas is so brief that it would have been better to exclude some so as to concentrate more on others. Important topics such as economies of scale and average cost are given their own chapter, but each is only five pages long. The chapter on "Workable Competition" barely exceeds one page of text.

With such brevity it is perhaps not surprising that the treatment of some areas of theory is highly superficial and often seriously misleading. One example is the statement that in the long run "there is basically no reason to expect any changes in the monopolist's cost and revenue conditions even over extended periods of time". British Rail is no doubt one of many firms who would like to know what has gone wrong in their case. The continual use of statements such as this will be of little or no empirical backing makes significant sections of the text seriously misleading. Also, quotations from the literature are sometimes used out of context.

Some may find it a readable introduction to this important area of economics, but at the price there are far more detailed and accurate texts, which many students would find more useful and more worthwhile.

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BOOKS

Financial system

The Flow of Funds in Britain
by Sandra Mason
Elek, £9.00
ISBN 0 235 40016 9

That this book succeeds in presenting and analysing the British financial system quantitatively as a process of fund flows is a measure of the progress made during the past decade in the provision of financial statistics and flow of funds accounts. In developing her analysis the author uses 26 diagrams and 70 tables. Her approach is to reveal what the financial system does by tracing the sources and destinations of monetary flows through the many markets and institutions involved. No prior knowledge of the financial system is assumed and the book is primarily intended for undergraduates reading economics and business management.

The book is well planned. The first chapter deals with financial transactions, instruments and markets, the main types of financial institutions, and methods of analysis and accounting techniques. The core of the book is the analysis of the financial system in chapters two to six. Chapter seven makes a brief attempt to compare quantitatively the financial structures of several countries, chapter eight discusses the factors affecting the structure of a country's financial system, and in chapter nine the author examines the problems of assessing the efficiency of a financial system. The book concludes with a statistical appendix and a useful bibliography.

The analysis of the financial system deals with the users of the

system, the role of financial markets and what banks and non-bank financial institutions do; in chapter six the various parts are brought together. The statistical data are presented in tables and diagrams, and much of the commentary is on what can be learnt from them, particularly the changes in the operation of the system from 1963 to 1973, a period of considerable change.

A pleasing feature of the author's analysis is her clear and brief references to recent economic and monetary history as influences on the structure of the financial system, for example in the influence of the monetary policy of the 1960s, along with banking conventions, on the development of secondary banking and parallel money markets.

The nine schematic diagrams are of great interest. Five deal with parts of the system: the net lending and borrowing flows for 1973 in the markets for bills and deposits, securities, life funds and other financial instruments, and the outstanding lending and borrowing as at 1973 for the banking system and other financial institutions. The remaining four deal with the net lending and borrowing flows for 1957, 1963 and 1973, and the final outstanding lending and borrowing for 1973. These diagrams give a clear picture of what is going on and indicate the relative importance of the instruments and sectors.

The book is a clear, sound, readable and interesting introduction to the complex British financial system.

Harry Burton

Redistribute and grow

Employment, Income Distribution and Development Strategy: Problems of the Developing Countries. Essays by Honour of H. W. Singer edited by Sir Alec Cairncross and Mohinder Paul
Macmillan, £12.00
ISBN 333 18224 3

There has been increasing awareness in recent years that though a number of developing countries have been experiencing increases in their per capita incomes, there has been no appreciable improvement in the standard of living of the poorest sections of their populations. In the past, employment opportunities have frequently failed to keep pace with the growth in population. While the orthodox view has been that, in the early stages of growth, increased inequality of incomes is inevitable and desirable, it is possible to argue, as do some of the authors of essays in this book, that inequalities in incomes are inimical to growth rather than being conducive to it. Hence greater equality, and increased employment opportunities, are important not only on humanitarian grounds, but also on economic grounds. A number of essays in this collection (which is a tribute to Professor H. W. Singer on his 65th birthday) discuss, directly or indirectly, growth with redistribution—a theme whose importance Singer was among the first to emphasize in recent years.

When more 'equal' distribution and greater employment are given due importance as aims of economic policy, important new insights emerge. Thus with the help of a simple production function, Henry Butler draws important policy conclusions about the choice of industries as distinguished from the choice of techniques for a given industry. Within the terms of his reasonably realistic model, the greatest contribution to the employment and distributive objectives is made by industries which display certain special characteristics, for example, high elasticity of substitution of labour for capital, high elasticity of demand for the product, and high rates of growth of labour and capital productivity. Similarly, Frances Stuart argues persuasively in favour of the expansion of capital goods industries in developing countries, so that they can develop their own machines which

are more likely to be suited to local conditions than the latest machines imported from the developed countries. She adds that such capital goods industries need to be small-scale establishments with indigenous roots rather than large-scale, ultra-modern imported plants.

The governments of developing countries are sometimes criticised for the low level of their savings. Peter Ady believes that inadequate savings of some developing countries have often resulted from a deterioration in their foreign terms of trade; she gives some empirical results which lend support to her hypothesis. She also rightly criticizes the application of developing countries of the growth models which are constructed with an advanced country in mind, because—among other things—such models assume full employment and constant foreign terms of trade.

Of all economists' concepts, that of national income is perhaps the most familiar to the non-economist. The state of an economy's health is judged by the record of its national income, yet the concept and measurement of national income beg a number of questions. For example, the definition of investment which incorporates a number of items (for example, expenditure on education, training and health improvement) which increase the productive potential of an economy no less than expenditure on machinery and buildings does are classified as consumption rather than investment. Doubtless this produces a bias in favour of investment in metal and mortar.

Moreover, since it is monetary, a measure of national income hides as much as it reveals. Dudley Seers justly criticizes the existing system of national accounts. He makes a useful suggestion for a new accounting system which would distinguish between modern, marginal and traditional sectors; and multi-sectoral firms and the rest of the economy.

There are 17 contributors to this book. It is impossible to mention all of them in a short review. Suffice it to say that there are a number of other thought-provoking and useful suggestions, and in favour of the expansion of capital goods industries in developing countries, so that they can develop their own machines which

S. K. Nath

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BOOKS

Theory put to the test

Topics in Applied Macroeconomics edited by David Heathfield
Macmillan, £10.00 and £4.95
ISBN 333 11241 5 and 333 11249 0

The aim of this collection of survey papers is to review economists' attempts to test theories in those areas usually covered by introductory or intermediate texts in macroeconomics. The main behavioural relationships examined are for production, investment, consumption, labour supply, demand for money and imports and exports. In addition, there are introductions to econometric estimation and forecasting. The word "applied" in the title therefore refers to the empirical testing of theories, and not to the application of macroeconomic theory to the evaluation of macroeconomic policies. In fact, policy is scarcely mentioned in the book.

The objective of the first chapter on estimation methods is not very clear. It does not provide an introduction to estimation since it uses many technical terms without defining them (for example parameter, normal equations) and progresses in a few pages to sophisticated problems such as heteroskedasticity. But it may perhaps serve to concentrate the minds of students who have undertaken a second-year econometrics course.

The thrust of the subsequent chapters on production, investment, etc., is clear: the writers consider the basic assumptions implicit or explicit of the conventional short-run macroeconomic models and evaluate them in the light of much empirical hypothesis testing for various countries. In fact, the view it is not possible to do justice to the various contributions, but some brief comments may serve to give potential readers the flavour of the surveys. Heathfield's discussion of production functions should

enable students to appreciate the rather special view of production decisions upon which standard macroeconomic predictions are based. Heavily perhaps the evaluation of the large quantity of statistical research is selective and terse, but the author writes lucidly and holds the chapter together with a determination to relate the analysis to basic macro models.

Byers's briefer and less technical survey of work on the supply of labour indicates some major determinants of participation rates but also points out that we know little about the determinants of the quantity of labour supplied by those who are in employment. Greenberg outlines various formulations of investment decisions at the micro level before proceeding to specify the variables which theory would predict as determinants of aggregate investment.

As with Heathfield's production chapter, the author manages to convey the fertility of economic theory and the substantial effort and ingenuity required to provide discriminating empirical tests.

Hilton's chapter is concerned with a variable, inventory investment, which is rarely explicitly incorporated into static macroeconomic theory. Since, however, inventory investment is frequently analysed in dynamic theory it is useful, in this volume, to have a summary of evidence on the behaviour of inventory holders. Of greater importance in undergraduate teaching are the determinants of consumption and of imports and exports. The balance of Timbrell's chapter on consumption is a little unfortunate in a book specifically concerned with complementing textbook expositions of the theory with summaries of the evidence. Well over half of the paper is concerned with a statement of theories which, perhaps more than theories of invest-

ment, production and so on, are usually thoroughly explained in intermediate textbooks. The empirical evidence is consequently dealt with rather abruptly, while the results are not used to refer back to the original motivation for the proposed development of the Keynesian consumption function.

The theoretical emphasis of McKenzie's chapter on imports and exports is more justified given the gulf between tested theories and intermediate textbook expositions. The result is, however, an analysis which is probably too arduous for all but the more persevering of third-year undergraduates. The criticism which is made of the empirical work undertaken to date would be more useful for students if an attempt had been made to summarize the results being criticized in a more accessible form. The final section on behavioural relationships is the discussion of the demand for money by Saunders and Taylor, which maintains a satisfactory balance between theory and evidence and summarizes clearly the available empirical results for the United States and the United Kingdom.

The book is completed by a discussion of forecasting by McKenzie which has the merit of summarizing both simple and more complex methods used in the literature. It remains unfilled in an analysis of the forecasting ability of particular functions fitted to data for the United Kingdom, and of the methods and success of official (Treasury) and unofficial (National Institute of Economic and Social Research) forecasting in this country.

Taking an overall view, the book can be recommended for empirically based courses in applied economics.

Paul Burrows

Overviews

Forward Planning in the Service Sector edited by Maurice Goldsmith
Macmillan, £12.00
ISBN 0 333 16708 2

This slim volume, published at the astonishing price of £12.00, contains no more than a collection of a few rather unrelated papers that were given at a symposium in 1973 on the general subject of planning. None of the papers also very far above generalizations or brief overviews of the topic. They also range very widely from transport planning to tourism and the leisure industry. It is difficult to see the point or purpose of the volume or what the nature of the audience was expected to be.

Howard Glennerster

This week's reviewers

Among our reviewers this week: Paul Burrows is author of *Macroeconomic Theory: A Mathematical Introduction and The Economics of Unemployment Insurance* and is senior lecturer in economics at the University of York; R. H. Campbell is professor of economic history at the University of Stirling; D. G. Champenour is editor of *The Economic Journal*; R. A. Corry is professor of economics at Queen Mary College London and author of *Money, Savings and Investment in English Economic History*; He is chairman of the CNAA economics board; David Dalches is professor of English at the University of Sussex; C. J. Hawkins is in the department of economics at the University of Southampton; Brian Hindle lectures in economics at the London School of Economics and is author of *Theory of International Trade*; Barbara Ingham lectures in economics at the University of Salford; Harold Lydall, author of *British Income and Savings: The Structure of Earnings and Trade and Employment*, is professor of economics at the University of East Anglia.

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Published 1975.

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